

BUSINESS EDUCATION WORLD

November, 1957



the
teletrainer
goes
to
school

PAGE 20

breaking
the
"unsound"
barrier

PAGE 11

the
department
head
as
teacher
trainer

PAGE 14

it's
"we teachers"
now

PAGE 23

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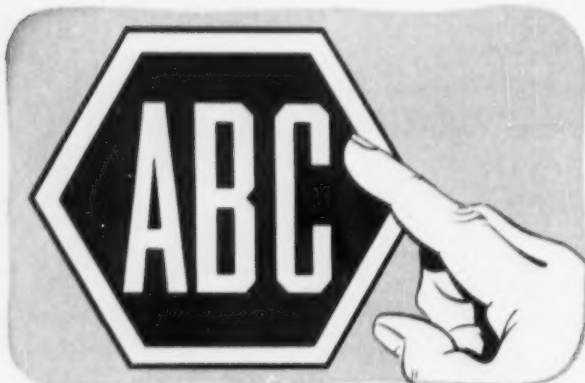
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THE BUSINESS TEACHER'S

Problem Clinic

SOLUTIONS to our problems are beginning to come in. Judging from the number we have received, your interest in this column is greater than ever. Remember, it is your problems and solutions that keep it going. Just send them to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, New York. We're awarding prizes of \$25 and \$15 for the two best solutions and prizes of \$10 and \$5 for the two best problems that we receive before May 1, 1958.

Here is the October problem, in case you missed it. Following it, we are repeating the September problem that has drawn six solutions thus far plus, of course, the solutions themselves.

I have returned to teaching after an absence of ten years. I have noticed that the method of figuring the net words per minute in typing, as is recommended by the text that I use, is different from the method I formerly used.

My textbook recommends dividing the gross strokes by five to get the gross words, subtract number error, and divide by length of time to get net words. Formerly, I penalized each error 10 words. I understand that state contests and employment agencies also penalize 10 words for an error. Which method should I follow and why?

PEARL ZEWE
Reserve, Louisiana

SEPTEMBER PROBLEM (1)

1. I am the only business teacher in a small high school with an enrollment of approximately 85. I have three classes in typing and usually have about twenty students taking beginning typing and seven enrolled for the advanced course. The class periods are forty-five minutes in length. The school is located in a small rural community. A few students from each graduating class go on to college. Most of the girls are married within a year after they are graduated from high school. One or two members of each group work in an office or clerk in a retail store for a few years after they finish high school.

Here are the situations that take so much of my classroom time that I am forced to neglect speed building and omit several units that I feel should be taught. (Since I am considered a demanding taskmaster, I cannot assign more outside work than I now require.)

a. I sponsor the monthly school newspaper, which consists of four printed pages and three legal-size sheets of duplicated grade-school news. Since there is no journalism class, some of the writing and all the typing of copy for the local printer, as well as the cutting of stencils, are

considered typing projects.

b. There are few duplicating machines in town, so the typing classes cut the stencils and duplicate the yearbooks for various church and civic organizations. The groups pay only for the supplies used, and the money is placed in the general school fund.

c. Various departments in the school look to the business students to type reports and papers. The drafts that they submit are often carelessly prepared and are frequently given to us only a few days before the finished product must be ready. I refused to accept some of these reports and had the unfortunate experience of having the teachers turn to some of my poorer students, who did the work without supervision. Then the rumor was circulated that the typing students certainly could not be relied on to do satisfactory work.

If you recommend that I drop some of these activities, how can I do it without getting an adverse reaction from the teachers and townspeople? How can I prevent having poor typing, done without my supervision, blamed on the business-education department?

ANONYMOUS

(See next page for Solutions)

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PROBLEM CLINIC (Continued)

Suggested Solution

Dear Anonymous:

Here are my suggestions for the many problems involved in Letter 1, September, 1957.

1. Reduce the number of times that the school paper is published each year. Perhaps it could be published six or seven times instead of once a month. The issues could feature holidays such as Columbus Day, Thanksgiving, Christmas, February (Valentine's Day, or Lincoln's or Washington's birthday), Easter, and a spring issue in May. Have all the material prepared in connection with the English III and IV classes and edited by the English teacher.

2. Continue work for the community organizations but have the material submitted a month in advance of the time needed, so that you don't have such a last-minute rush.

3. Set a deadline for submitting those reports of school departments that are to be typed during the regular class period. Post a list of capable students who could do such extra typing outside the class, perhaps for some small pay. Emphasize that these students will work on their own responsibility, and will need some supervision by the person who asks them to type.

4. Refuse any work for the first six weeks or two months, explaining that it takes time to lay a good foundation in typing, and the students will be better prepared to handle outside work later on when they have learned the fundamentals.

ELIZABETH W. HUGHES

New York Mills High School
New York Mills, New York

Dear Anonymous:

I believe every commercial teacher has, at some time, been embarrassed by carelessly typed reports. Most of the criticisms, however, are made by people who don't realize the time and patience given by typing teachers to encourage the best from every student. In most cases, they would find that the student responsible for the poorly typed report probably had difficulty in mastering the keyboard and never quite reached the stage where he could produce a highly satisfactory page of typing.

When these criticisms arise, we should point out—in the most diplomatic manner—the difficulties encountered by any student in typing. Frequently the person making the remark doesn't understand that all of our commercial students do not reach the top achievement. Most teachers wouldn't think of suggesting a mono-

tone for the lead in the school operetta. Why, then, expect a weak typist to turn out a professional copy!

In order to minimize the amount of unsupervised typing, we have each student who plans to deviate from the planned lesson write an explanation of the job he has to type. He places this explanation on the spindle file on the teacher's desk. Thus, he submits his typed job for approval in order to receive credit for the day's assignment. Duplicating carbons, too, must be approved before running copies.

This suggestion, however, is limited to the students currently enrolled in typewriting. There seems to be little we can do about reports which have been typed at home and are turned in to another teacher.

Perhaps we should train ourselves to ignore the unfair criticisms from unthinking people. Let's make our goals clear to all of our fellow workers so that they, too, will understand the many factors affecting each student's typing. Each business teacher can recall a student whose fingers were so large that they covered two keys; yet, under the skillful guidance of a typing teacher, his fingers were trained to touch only one key.

If each student reaches his top achievement under our guidance, is there any criticism which can truly hurt us?

MRS. NANCY THORSON
New Berlin, Illinois

Dear Anonymous:

Several years ago I was confronted with the same problem you have—too much outside work and not enough time for classwork. After several busy months, I decided to set up the following system which has been quite satisfactory.

At the beginning of the school year, I assign each of my advanced typing students to act as a secretary to one or two teachers in the high school. The student reports to the teacher, or teachers, on Monday and collects any material such as tests, reports, letters, etc., the teacher wants typed. The material is immediately brought to the typing room and kept locked in a file until the following day.

Tuesday is Production Typing day. My class spends two 50-minute periods typing for the teachers, P. T. A., clubs, civic organizations, borough officials, etc. Outside work is typed only on Tuesday in our school system.

The high school principal is in accordance with this plan, and when he is confronted by a citizen of the town, he tells him we will gladly type the material on the specified day.

(Continued on page 31)

June 17 marked the 90th anniversary of the birth of John Robert Gregg, author and inventor of Gregg Shorthand, and perhaps the greatest shorthand genius the world has ever known.

Gregg Shorthand is taught in more than 20,000 schools of all types—high schools, colleges, universities, parochial schools, business schools. Hundreds of thousands of students learn Gregg Shorthand every year. In the minds of most people, shorthand means Gregg.

What does this mean to business and education? With the rapid expansion of our economic system, there is an ever-growing demand for *well-trained* stenographic and secretarial personnel. The materials and services of the Gregg Publishing Division enable schools to help meet the constant demand for stenographers and secretaries with *quality* training.

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LETTERS

More on State Requirements for Teachers

To the Editor:

Seldom do I see anything that strikes as close to home, or rings such a familiar bell, as the letter from Marie C. Severson in the September issue of *BUSINESS EDUCATION WORLD*. This complaint comes from hundreds of other teachers and would-be teachers at all grade levels and in all fields.

For example: I have a secondary-school certificate from the state of New Mexico issued on the basis of a B.A. degree in Business Administration and nine graduate hours in education and business, which is perfectly good for at least five more years. Yet, after moving to the state of Arizona, I've been subjected to the whims of state education officials who declare that I must complete a course in Arizona Constitution before being allowed a classroom position in Arizona. In addition, I must complete more and more graduate hours each year—for what? Barely enough money to buy groceries.

Mrs. Severson, I, too, am of the opinion that teachers apparently *aren't* so badly needed. Teachers are merely

lost in the red tape of constantly changing credit requirements. One state may require only a high school diploma plus six weeks' summer school for its teachers, while a neighboring state may ask for a doctorate. The minute a teacher crosses a state line to seek a position, she is required to take all sorts of senseless state-required courses in order to obtain a certificate. I, and a number of my friends, have always suspected that the reason behind this constant hounding of teachers has to do with keeping the state colleges and universities well attended.

Ministers are not required to return to college when they change parishes. Doctors aren't forced to re-take their medical training in a state-approved school before being allowed in a hospital. Why, then, should teachers—the lowest paid of all professional people—be forced onto the merry-go-round of a perpetual college education in order to satisfy the whim of some state officials, only to find in four years that the state requirements have changed and that they must begin over again?

Other professional people—doctors, dentists, engineers—are required only to pass a state board examination to be admitted to a practice of their profession in any particular state. Apparently one education, completed once, is enough to win them \$15,000 a year. But for \$4,000 or \$5,000 a year, what is a teacher told? "We don't accept six hours' credit for practice teaching from your school—you'll have to take it over again in our state university." Or, "You'll have to take a course in our State Constitution before you're fit to stand in front of a class in this state." Or, "You don't know enough to teach until you've taken fifteen graduate hours in our state university."

State departments of public instruction and local school boards have made their own teacher shortage. It's not that the colleges are not turning out enough teachers—it's just that teachers are human beings too, and, like all other human beings, they eventually tire of being treated like wayward children.

ELIZABETH POSEY
Tucson, Arizona

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MARJORIE FISH

Beaverhead County High School, Dillon, Montana

All right, take your seats. The bell has rung.

No, Jack, you may not open the windows. I don't know where you got the idea that it's hot in here.

Yes, do each line of the conditioning practice twice.

Larry, did you forget to buy typing paper *again*?

Roger, don't you know what the margins for a 50-space line are yet?

Be sure you get your carbon in right. Remember, the carbon side is toward you when you are ready to twirl it in the machine.

Yes, use the current date on the letter.

I don't care whether it looks funny to you or not—leave eight lines between the date line and the inside address.

Joan, get rid of your gum!

Sandra, move your carriage when you erase, so the crumbs won't fall inside the typewriter.

No, Jim, you may not go to your locker for your eraser. You'll have to borrow Janet's.

What, your machine doesn't work? Let's see what's wrong. Look—you had your ribbon set on stencil.

Don, don't watch your fingers. Keep your eyes on the copy.

Yes, Janet, you leave two lines between the complimentary close and the company name.

Peggy, keep both feet on the floor.

Cliff, sit up straight.

Ann, move your carriage when you erase.

No wonder your letter doesn't look right, Terry. You double-spaced. I most certainly did *not* tell you to double-space.

Remember to proofread your work before you take it out of the machine.

Darrell, turn around.

Don, leave Tom's machine alone.

Yes, you leave two spaces after the colon.

Myrna, get rid of your gum.

I told you to check to see that you put your carbon in right. You'll just have to start the letter over.

Gerald, use your margin release when you take your paper out.

Get ready for some timed writings. Yes, double-space. Yes, use a 70-space line.

Ready—begin . . . Time! One minute! Check your copies. Yes, it was only one minute.

Yes, it's an error if you didn't space. Yes, it's an error if you didn't indent for the paragraph.

It's time to put your work away. Pick up any paper that's on the floor near your desks, and don't leave your pencils or erasers on your table.

Who threw this paper on the floor? How many times do I have to tell you to throw your paper into the basket? This isn't basketball practice, you know.

Close your books, and cover your machines.

Don't forget to leave your letters on my desk.

(*Bell rings, marking end of period.*)

Tom, come back and cover your machine . . . Tom! Tom!

(*To myself*) Just wait 'til tomorrow!



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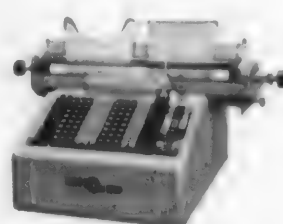
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breaking the 'unsound' barrier

JEFFREY R. STEWART

IN THE FALL OF 1947 Capt. (now Lt. Col.) Charles E. Yeager broke the sound barrier for the first time in history, in the Bell X-1.

The same year, Warren Staples, business teacher, Uniontown, Colorado, "clobbered in" on a suicidal mission—trying to thrust his students beyond the 50-wpm barrier in typewriting. Mark Roberts, businessman, Mallenton, Kentucky, smashed head on into the brick walls of the Mallenton schools in an attempt to find out how to set up a new filing system.

Yeager was able to attain supersonic flight; Staples and Roberts found impassable barriers. Today, the Lockheed F-104 pictured above is flying at nearly twice the speed of sound, while Warren Staples is soaking in a rice paddy of dismay with a rusty typewriter wrapped around his neck, and Mark Roberts is fuming in a pile of dusty brickbats.

Aviators had been having trouble for several years in attaining supersonic speed. They found that the air molecules in front of the wings of a high-speed aircraft would begin "piling up" on top of each other as the plane approached the speed of sound. This pile-up formed a wall that became known as the sound barrier. The inhibition molecules that piled up in front of the brains of Staples' students were just as bad. The brick walls of the Mallenton schools were too thick for Roberts to penetrate.

The flyboys of a decade ago decided to check the thickness ratio of the wings of the high-speed test planes. A thin wing, they reasoned, would allow the molecules of air to slip by. Staples should have checked the aspiration ratio of his students. Roberts

NOVEMBER, 1957

**BUSINESS
EDUCATION
WORLD**

By making a few concessions on both sides, teachers and businessmen can work out

should have double-checked his imagination ratio.

The air engineers working on the X-1 installed a rocket engine that gave the craft more pounds of thrust per pound of aircraft weight than any other aircraft had. This enabled them to take advantage of the new, thinner wing. Staples did not have enough drive per pound of student, and Roberts lacked enough acceleration per pound of school wall. The result—buffeting, aileron buzz, nose tuck, and two big crashes.

There are many teachers like Staples and many businessmen like Roberts, who are finding barriers that they cannot crack. These obstacles might be called "unsound" barriers—the resistances of unfounded and unrealistic ideas and practices in education and in business.

Let us look at a few causes of the turbulence and buffeting of educators and businessmen as their Mach needles edge toward 1.0.



Businessmen and educators organize an advisory council for business and education in their city.

WE EDUCATORS often state our standards in terms of *minimums* and judge our success in reaching them in terms of *maximums*. On the other hand, businessmen think in terms of *an average day's work*. For example, a high school teacher of typewriting was recently heard to say that all 18 of her students could type faster than the required rate for the first semester of work. She might find, however, that, although their average was above the *minimum* standard, it fell short of the normal or satisfactory rate expected of

beginning typists. This teacher's approach was not realistic. A student should not have an arbitrary barrier hanging over his head, or—to look at it a little differently—a minimum that, when once attained, allows him to relax and say, "I made the speed; now I can quit trying."

Businessmen like Mr. Roberts and teachers like Mr. Staples should get together and work out a sound set of standards that will be practical for both the office and the classroom. For example, Mr. Roberts can find out how many letters his typists produce each day. This knowledge will help Mr. Staples to determine some of his standards in terms of mailable letters rather than words a minute. Mr. Staples, on the other hand, knows how many words a minute his students type. His knowledge, if passed along, will help Mr. Roberts to express some of his standards for employment in words a minute. Each has something to offer the other in the business-and-education relationship. In this supersonic age, the two need to get together to crack the "unsound" barrier.

IN SCHOOL, we teach good *work habits*—especially in our skill subjects. We evaluate student progress partly in terms of these work habits. Businessmen, on the other hand, do not consider specific work habits to be so important, as long as their employees *get the work out*. What can Mr. Staples and Mr. Roberts do about these lopsided emphases? If they were to get together, Mr. Staples might find that he would need to encourage better work habits for long-range effectiveness, rather than stress so much immediate production for today's job. The two of them could work out a *realistic balance between the work habits and production rates* that they expect of their students or employees—just as engine and airframe experts got together, when the supersonic X-1 was being built, to work out a realistic balance between the amount of thrust and the amount of weight for that aircraft.

IN SHORTHAND CLASS, the teacher dictates at an exact, paced rate. In business, the boss may mumble anywhere from 10 to 200 wam from behind his smoky cigar. The result of the former is that the shorthand student, once out in business, may not be ready to take dictation at varied speeds, especially when the dictator is constantly inserting corrections and using poor diction. The teacher might justifiably complain that a boss has no right to expect a young employee to transform poor dictation into a mailable letter.

practical business-education programs

A talk with Mr. Staples might lead Mr. Roberts to realize that his methods of dictation are poor. He should try to pronounce his words more clearly, indicate punctuation when it is needed, and set his cigar aside for the few minutes he is dictating. Mr. Staples would find out a few things, too: that he should dictate without a stopwatch, use unedited copy, and compose and dictate occasional letters "off the cuff." He might even invite Mr. Roberts in for a few periods to smoke up the classroom with his cigar, just to show students what to expect on the other side of the "barrier." In the world of aviation, as aircraft become more complex, pilots are trained in more and more realistic equipment on the ground before they are released to the sky. The new flight simulators, which often cost more than the aircraft themselves, are excellent examples of this. In the world of business, which is also becoming more complex, budding office workers need to get more realistic "ground" training in the schools before they are released to an increasingly automated business community.

THE TEACHER HAS A KEY—that is, a manual with all the answers. The businessman has no key. As a result, our students may not be prepared at graduation to tackle problems for which no one has worked out the answer beforehand. They will not be ready to break through the "thought barrier" unless they are taught the *causes* of their errors, and not only told that their answers or methods are wrong and that they should try again. Mr. Staples and Mr. Roberts, in discussing their problem, would find that, even though there is a basic difference between working for an education and working for pay, we can teach the what, how, and why of launching into the unknown, rather than relying on the "subsonic" teacher's key. Mr. Staples might decide to throw away his key and run his class the way Mr. Roberts runs his office—that is, by spot-checking his students' work, helping students to find out why they have erred, and showing them how to avoid similar errors in the future. He will see that it is more important for a student to understand one problem thoroughly than to get the correct answers to ten problems by trial and error, never understanding any of them. Then the student will be able to recognize correct work when he becomes an office worker. The emphasis must be on quality in order to accomplish the desired "mission." In military aviation, the defense of our country is based on this same premise. The problems of communist threats are being met with aircraft



A business teacher visits a businessman to discuss common problems. Such face-to-face contact is important

of the highest quality, manned by the world's best-trained air crews. One supersonic jet bomber beats a dozen conventional aircraft in any airman's book.

WHEN STUDENTS ARE CAUGHT seeking help from their classmates, a great deal of "buffeting" occurs. On the other hand, businessmen encourage co-operative action. If educators are putting too much emphasis on individual work, they may need an anti-gravity suit in order not to "black out" the fact that human interaction is necessary in everything from a supersonic bombing mission to the preparation of a financial report. Mr. Roberts says that his beginning workers seem to be afraid to ask for help from one another. As a result, they often make costly errors. He wonders why. Mr. Staples' reply is that he requires his students to work independently and to bring their questions to him. Mr. Roberts fires back that Mr. Staples could create a realistic office atmosphere by encouraging students to give and ask for mutual help.

Perhaps Mr. Staples feels that co-operative work interferes with his grading system. One business teacher recently said that he has never had to cope with the problem of cheating because he has never used the word with his students. "In my classes," he said, "the bright students help the slower ones. I try not to let grades interfere with real learning." What should Mr. Staples do? He should direct his students' minds more toward co-operation and less toward avoidance of cheating, just as the flyer's mind is conditioned to accomplishing the mission first and being concerned with the hazards of flight last.

By continuing to work together, Mr. Staples, the business teacher, and Mr. Roberts, the businessman, will be able to break through many more unsound barriers than these five. As business teachers, let's don our "space helmets," fire up our "engines" with aspiration and imagination, taxi out to the ramps of business, and thrust our supersonic ideas through other unsound barriers.

AUTHOR'S INTRODUCTION

Department chairmen in the New York City high schools are, first and foremost, teacher trainers. The recent influx of poorly trained, inadequately trained, and inexperienced teachers has accentuated the importance of this function. The chairman is also, of course, an administrator, performing a variety of routine clerical and administrative tasks. But he is, above all, a supervisor concerned primarily with the improvement of instruction, the institution of uniform departmental procedures, and the professional growth of the teachers in his department. In this respect, he differs from department chairmen in most high schools throughout the country, where teacher-training is a function of the principal or the assistant principal.

New York City high schools are so large, however—they average between 125 and 150 teachers—that it is often difficult for the principal to assume directly, systematically, and personally the teacher-training function. He therefore delegates it to his department chairmen, who are licensed for the position after passing an extremely rigorous four-part, 25-hour examination. Their salaries are approximately \$1,200 higher than teachers' salaries. Chairmen teach only one to four periods a day, depending on the size of the department, which usually has a minimum of five teachers and may have as many as thirty or more. The chairman has complete responsibility for running his department and answers only to the principal. In actuality, there is little contact between a teacher and his principal; the only supervisor the teacher really gets to know is his chairman.

Performing the Training Function

The chairman, as a teacher trainer, has several methods at his disposal:

- Conferring with teachers individually.
- Discussing professional matters at department conferences.
- Building up a library of professional literature and encouraging teachers to use it.
- Scheduling model lessons for the department to observe.
- Setting up and promoting an intervisitation program.
- Preplanning lessons with teachers.
- Assigning teachers to departmental projects: writing syllabi, collecting materials, preparing exams.
- Observing the teacher in his classroom.

The last method—actual observation of a teacher's performance—is, if properly used and developed, probably the most effective method of improving instruction and effecting professional growth.

The number of visits that a chairman makes each term depends on the teacher's ability. He may observe beginners as often as once a week, if necessary; experienced teachers usually once or twice a term. Visits may be either announced or unannounced. In my own case, I usually announce a few days in

the department head as teacher trainer

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A 3-PART SERIES

advance my intention to visit an inexperienced teacher's class; sometimes I specify the kind of lesson I should like to see (i. e., developmental, review, drill). Experienced personnel, however, prefer unannounced observations.

All visits should be followed by a conference in which the chairman and the teacher discuss the lesson thoroughly. In the ideal conference, the teacher is led to discover for himself his strong and weak points; ways to utilize the former and eliminate the latter are suggested at this time. Above all, the chairman should not deliver a monologue reciting all the teacher's weaknesses, omissions, and sins.

A written observation report summarizing the conference usually follows. Favorable aspects of the lesson are noted; weaknesses in content and method are listed and followed by careful and detailed recommendations for improvement. The written reports obviously can be of value to teachers—especially inexperienced teachers—who want to effect an improvement in their teaching ability. In addition, a collection of these reports prepared by a conscientious chairman can be a veritable gold mine of information on effective teaching procedures. For this reason, some chairmen periodically go through their reports, select the most worth-while items, and compile what can be considered a methods manual, which is distributed to all members of the department and which serves as the basis for one or two department conferences.

This series of articles is, in reality, such a compilation, containing excerpts from observation reports of shorthand, typewriting, and clerical practice classes. First, the classroom practice that I observed is described; the comments contained in the report follow.

1. Shorthand

A department head's reports, based on classroom visits, highlight good teaching methods

CLASSROOM PRACTICE: *The teacher gave a very good review and skill-building lesson.*

REPORT COMMENT: I would like to congratulate you on the fine lesson you gave to your elementary stenography class. It contained most of the ingredients that a really good review and skill-building lesson in shorthand should contain:

1. Your class wrote a great deal of connected matter for practically the entire period. There was considerable dictation at varying speeds.
2. The vowel review was brief and was accompanied by a large number of illustrative words. Rules were elicited from the class.
3. The class was highly motivated. You are doing a very good job in infusing your girls with enthusiasm for the subject.
4. The lesson was psychologically sound, in that it was based on the accepted techniques of skill building: ample repetition, opportunity for checking and self-evaluation, attention to difficult outlines, and intensive individual and class practice.
5. Your dictation of two new letters was appropriate in this particular case. You should not, however, give too much unpreviewed dictation in elementary shorthand, or you are testing, not teaching.

May I make this recommendation? Do not rush your class quite so much.

I appreciate your enthusiasm and your will to get things done in class—these are highly commendable—but we must give our students time to digest what they are doing. For example, you said, "You have a half-minute to practice troublesome outlines on your own," and you actually gave the students about three seconds to do so. Give them that half-minute; it is time well spent if students are actually practicing words that they feel they do not know. If you wish to have new dictation read back, give the *entire* class a minute or two to read back notes before you call on individual students. This time is not really lost, because the reading should then go faster; all students will then have had an opportunity to read their own notes instead of just the two or three you call on.

CLASSROOM PRACTICE: *The teacher did not provide sufficient connected matter dictation in an elementary class.*

REPORT COMMENT: The principal activity in shorthand classes is the dictation of connected matter. You dictated only six short sentences during the whole period. It is true that you had a long introductory lesson to teach, but, even so, it should have been possible to include more application dictation of the new strokes. As we agreed in our conference, your

final review of words might have been eliminated and the time devoted to dictation.

One of the questions we must always ask ourselves at the end of each lesson is: "Have I accomplished the aim of the new lesson, and has my class really learned its contents?" In shorthand, we do not know if learning has taken place until we have our students apply the new learning in connected-matter dictation—that is, in the context in which it will actually be used. As you know, the ability to write isolated words is no true indication of ability to take dictation and to write the same words in connected matter under a variety of conditions. Therefore, one of the major aims of your planning must be to eliminate all excess motions in order to provide as much time as possible for dictation, more dictation, and still more dictation.

(Another report dealing with the same weakness mentions—)

It is necessary to eliminate, as soon as possible, practice on words and short sentences, and to concentrate on connected matter of some length, even in elementary classes. Word practice may, of course, be used—in fact, it is often highly desirable—to focus attention on new, difficult, or important outlines in order to automatize students' writing, but, as already mentioned, all activities (word practice,

sentence practice, presentation of new principles, discussion of theory) must be secondary to sustained dictation in spurts lasting from 60 to 75 seconds. Dictation should be followed by student self-evaluation, by checking outlines on paper against blackboard outlines, by remedial practice, by directed practice on specific outlines and phrases, and then by one or more repetitions of the same material at a progressively higher rate of speed until a good degree of fluency and automatization has been acquired.

CLASSROOM PRACTICE: *In teaching a new principle, the teacher presented very few illustrative outlines.*

REPORT COMMENT: In presenting new strokes or principles, it is advisable, especially with beginners or slow students, to give as many illustrations as possible. Two or three examples are not enough. Copious illustrations will allow one example to reinforce another, thus insuring more adequate and more permanent learning. You need not stick to the book outlines; introduce other words that the class can write. One time-saving method is to write five or ten new words on the board for unison class reading as you point to the outlines.

CLASSROOM PRACTICE: *The teacher employed many good techniques especially those devoted to presenting new vowels to the class.*

REPORT COMMENT: I would like to commend you on the following:

1. The use of 5-second timings to encourage faster, more fluent writing on individual words is an excellent device when employed sparingly.

2. Your unison-response phrase review was good and should be continued as one technique among many for teaching phrases. It is advisable, however, to point to the outlines at random, rather than in definite order.

3. Your request to the class to furnish examples of words embodying the new vowel sounds learned was a very good one for focusing attention on the new sounds.

4. You paid considerable attention to phonics. This is especially important for our girls because of their difficulty in recognizing vowel sounds and in relating them to their shorthand counterparts.

5. Your method of having one student help another when a difficulty arises is a highly desirable one. Rarely answer a question yourself if a student can do so.

6. The lesson contained a summary of the vowels learned. Summaries are very important, both in the middle and at the end of the lesson, and should be an integral part of every plan.

7. Your method of having the class check notebook outlines against the work on the board is a good one. It gives students an opportunity to evaluate their own work, to make corrections, and to sharpen their powers of observation and discrimination.

CLASSROOM PRACTICE: *The teacher used a variety of techniques in conducting the lesson.*

REPORT COMMENT: May I commend you on the tremendous amount of material your class covered in the course of one period. Students were kept busy throughout with a variety of important activities: theory review, dictation, reading back shorthand notes, reading shorthand plate, and checking shorthand notes against the text plate for evaluation. Your class co-operated with you very nicely, and your questions and requests for reading were well distributed. I am certain that your students appreciate your cheerful, friendly, helpful manner.

(A report to another teacher on the same method contains this excerpt:)

The essence of most of our shorthand lessons should be intensive practice to build automatization on outlines. While we do not discard theory, we must realize that most learning will take place only if girls are given an opportunity to write the outlines frequently enough so that the writing will become automatic. For this reason, most of the material covered in class should be subjected to intensive drill under the direct guidance of the teacher, who calls attention to the fine points of the materials being drilled on and checks to see that the quality of the work is high. One of the best ways to give such practice is the open-book method, in which students point to their plate shorthand with one hand and write the dictated outlines as many times as they can, in accordance with the teacher's instructions. Emphasis can thus be placed on the more difficult outlines and whatever else the teacher thinks important. The student need not wrestle with the construction of the form of the outlines, because a perfect model is always in front of her; she is free to concentrate on

other matters. This is in accordance with the recommendations made by Leslie in his *Methods of Teaching Gregg Shorthand*.

CLASSROOM PRACTICE: *The class read back all dictated letters. There was little attention to punctuation.*

REPORT COMMENT: Your class read back the four letters you dictated. Leading shorthand authorities advise us against this practice on the grounds that much valuable time is spent in reading that could be more profitably used for additional dictation and speed building. More speed is acquired, more facility gained in writing than in reading; consequently, emphasis should be put on writing. This is not to deny the importance of reading shorthand notes. It only means that such reading should be done sparingly, usually for the purpose of testing and keeping students on their toes. Remember that they read plate shorthand every day as homework.

The time saved in reading back only one of the letters could then have been used for previewing the dictated letters and for taking one letter and drilling on it intensively to build speed. May I also suggest that most of the letters dictated be timed, and that the class be informed of the speed either before or after you dictate. See how a class that is normally taking 80 wam perks up when you say, "I'm going to dictate the next letter at 100 words a minute. Let's see if you can get it!" Interest is very much heightened by this practice; students are eager to know if their speed has improved.

Finally, please have your class indicate all punctuation marks when they read back. You asked them to read only commas, probably taking for granted that they knew when to use the period and question mark. Many students, however, are not certain when a sentence ends or what constitutes a sentence; and it is important that we begin to focus their attention on the conventions of written English as soon as possible. In addition, students should indicate apostrophes and hyphens.

(Another excerpt on the same point reads as follows:)

Generally, it is advisable to have only new-matter dictation read back—although it is permissible, of course, to have other dictation read back occasionally if you feel that the situation demands it.

(Continued on page 33)



SMITH-CORONA MAKES A NEW FILM

"Better Typing—at Your Finger Tips" stresses fundamentals

THE PHOTO ABOVE was taken in the course of shooting Smith-Corona's new 16 min., 30-minute color film, "Better Typing—at Your Finger Tips." Featuring Norman Saksvig, a former world's champion speed typist who is now Smith-Corona's educational director, the film concentrates on the "rights" and "wrongs" in typewriting fundamentals.

The presentation is informal, professionally smooth, and visually attractive. Throughout most of the film, Saksvig (who is a personable actor) speaks directly into the camera, explaining "rights" and "wrongs." Sometimes he demonstrates points himself (first photo at right); sometimes one or both of the models who act as students help with the demonstrations (second photo at right). The three of them type on manual machines during most of the film; then, with the aid of a clever camera trick, they switch to electrics near the end (bottom photo).

Although the film is not comprehensive in scope, it does stress fun-

damentals effectively, with a light touch that students will find appealing. It emphasizes that, by applying five fundamentals, a typist can type the right way with half the effort that it takes to type the wrong way.

Because the film is directed toward both school and business groups, it is slightly inconsistent in its viewpoint (some remarks seem to be addressed to students, some to office workers); but the fault is not serious. "Plugs" for Smith-Corona pop up at intervals, but they are not objectionable. The film can be recommended for instructional purposes.

"Better Typing—At Your Finger Tips" replaces an earlier film by the same name. The first film was viewed by more than two million people, and Smith-Corona expects the new one to do even better. It is immediately available for free showings (except for a slight transportation charge) to school and business typing groups, from the distributor, Modern Talking Picture Service, 3 East 54 Street, New York 22, New York.



Don't worry too much
about teaching your students
proper attitudes. If you cover your
subject effectively, you'll also
reach this corollary goal

Develop Desirable Traits

LEROY A. BRENDL

West Hempstead (New York) High School

WE HEAR A LOT TODAY about the school's responsibility to "teach the *student* subject matter." Why is the emphasis always placed on teaching the *student*? Why is subject matter given a secondary emphasis?

The advocates of such a philosophy maintain that the attitudes developed in school have a life-long influence on the student. There is little room for argument here. But there are other teachers who ask us: "Teach the student *what*?" What do we say to these teachers who still believe that personal qualities should be taught in as tangible a way as is shorthand or book-keeping? I would like to remind these teachers, who are so right in their intention, of some facts that are often overlooked:

When you teach your students . . .

- to keep themselves neat,
- to keep desks and desk drawers orderly and floors clean,
- to keep neat notebooks, not scrawled hit-and-miss notes and computations,
- to discard paper scraps and wrappings,
- to stack papers (duplicating, typing) neatly,
- to clean machines regularly,
- to erase boards when finished,
- to re-place chairs and straighten desks when class is over,
- to arrange blinds, to turn out lights, and to close windows when leaving the room,

. . . then you are already teaching NEATNESS, ORDERLINESS, and PRIDE.

When you teach your students . . .

- to meet deadlines,
- to keep appointments,
- to keep up to date on assignments,
- to follow through on an assumed or assigned duty (e.g., arranging the bulletin board),

. . . then you are already teaching PROMPTNESS and RESPONSIBILITY.

When you teach your students . . .

- to compose letters that are friendly and tactful,
- to speak normally, without shouting,
- to use "Please" and "Thank you,"
- to use "Yes," "No," and "I beg your pardon," instead of "Yea," "Naw," and "Huh?"
- to interrupt neither conversations nor the teacher's instructions,
- to refrain from chewing gum,

. . . then you are already teaching COURTESY.

When you teach your students . . .

- to settle down to business on entering the classroom,
- to think through a job and prepare all necessary supplies before beginning to work,
- to label file drawers, papers, folders, etc.,
- to use the back of incoming correspondence for the carbon reply,
- to use plain, inexpensive paper for file copies whenever possible, instead of business forms,
- to continue working when visitors enter the room.

- to use electric lights only when necessary, adjusting blinds to get the best natural light,
- to turn off electric switches on machines not in use,
- to return supplies and equipment from where they were obtained,

... then you are already teaching them to conserve TIME, SUPPLIES, and WASTED EFFORT.

When you teach your students . . .

- to remain quietly in their seats during pressure periods (e.g., timed writings and production tests), not rising to sharpen pencils or obtain papers,
- to make no demonstration when work does not go well (jerking paper from machine, banging carriage, etc.),
- to avoid finger smudges in typing, folding, sealing, stamping,
- to prepare neat correspondence and carbon copies free of "crow's feet,"
- to empty pencil sharpener, to refill stapler, to change typewriter ribbon when necessary,
- to write neatly,
- to make no marks on papers or in books that will be used by others,
- to place papers orderly and neatly on the teacher's (employer's) desk,

... then you are already teaching SELF-CONTROL, CONSIDERATION, and CONCERN FOR THE SAFETY OF OTHERS.

When you teach your students . . .

- to maintain their own supplies,
- to obtain permission when it is necessary to use another person's supplies, not helping themselves,
- to keep furniture and walls free of carvings and pencil marks,
- to respect and stay away from the teacher's desk and files,

... then you are already teaching RESPECT FOR PROPERTY AND PROPERTY RIGHTS.

When you teach your students . . .

- to keep their finished work face down on their desk when not working on it,
- to cover unfinished work in typewriters when not working on it,
- to keep their eyes on their own work, not glancing at another's,
- to keep their eyes off the teacher's (employer's) papers when in conference,
- to avoid gossiping,

... then you are already teaching RESPECT FOR CONFIDENTIAL MATERIAL.

When you teach your students . . .

- to check all typing, dates, calculations, etc., before submitting work and
- to use the copyholder-proofreader method, especially for stencils and spirit-duplicating masters,

... then you are already teaching ACCURACY.

When you teach your students . . .

- to willingly stay overtime when it is necessary to complete a job,

- to volunteer their services in times of rush jobs or emergencies,

- to willingly postpone their own work for the good of the class (office),

- to look for things to be done, even in the final minutes of the class period,

... then you are already teaching COOPERATION.

When you teach your students . . .

- to listen carefully and make notes when instructions are given,

- to ask questions when instructions are not clear and to review those instructions before beginning a job,

- to ask no questions to which the answers can be readily found,

- to read, and then re-read textbook instructions before asking for help,

- to complete all homework and class assignments as instructed,

... then you are already teaching SELF-RELIANCE and THE ABILITY TO FOLLOW INSTRUCTIONS.

When you teach your students . . .

- to adjust work habits to different types of work (the quality of one's work differs between draft and final copies, between interoffice and outgoing mail),

- to discriminate between the different costs of communication services (for the telegram, special delivery, personal messenger, etc.) and to use each when the need justifies it,

- to select and use the best duplicating process for each particular job,

- to estimate the "reasonableness" of answers that are obtained on statistical machines,

... then you are already teaching JUDGMENT.

And when YOU, the teacher . . .

- set a good example in the work you do,

- practice what you teach,

- encourage the development of skills,

- exercise patience and understanding in developing these attitudes,

- conduct your class in a dignified manner, never forgetting your role as teacher,

... then you are already teaching TRAITS OF A MOST BENEFICIAL NATURE

More classroom situations can be cited that teach proper attitudes and traits. This list is merely intended to enlighten the teacher in two directions:

(1) To show how even insignificant classroom situations may instill in students the desirable traits that employers and society expect the schools to develop;

(2) To serve as a jumping-off point in a teacher's re-evaluation of his technique, encouraging a technique that will teach the subject matter and at the same time impress on the students the development of desirable personal traits.

(NOTE: This article was inspired by the theme of this month's fifty-fifth annual convention of the New England Business Educators' Association, of which the author is president.—EDITOR)



EACH student is taught to take notes while she talks on phone. All have opportunity to talk on button phone during semester.

the Teletrainer goes

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HEART of Teletrainer unit is control box by which teacher can produce dial tone, ringing, and busy signal. Here, Alice Van Horn gives busy signal on student's phone.

"AND IS THERE a number where he will be able to reach you, sir?"

"Yes, Miss. ABner 1-2244."

"Thank you. I'll have Mr. Black call you as soon as he returns from his lunch date with his wife."

"Thank you. Goodbye."

"Goodbye."

"Now, who has any criticism to make about how Mary handled the call? Yes, Jane?"

"I don't think she should have mentioned anything about her boss eating with his wife, Miss Van Horn."

"Phyllis?"

"Should she have even mentioned that he was out to lunch?"

"Yes, those are both good points. A secretary should be impersonal to a stranger. I don't mean you should be cool, Mary, just impersonal. Any-

BUSINESS EDUCATION WORLD



STUDENTS usually talk over phones from opposite sides of room. Rest of class listens over loudspeaker and takes critical notes.

to school

one else have any comment? Yes, what is it, Helen?"

"Well, I think a couple of good points were that she spoke clearly and asked just the information her boss would need to know."

"Yes, very good."

This is a classroom at Katherine Gibbs School, in New York City. Three times a year, Alice Van Horn instructs her students in the technique and etiquette of handling office telephone calls. The students are using a new teaching aid called the "Teletrainer." It's part of the Teletraining Program being introduced by the New York Telephone Company, as well as other members of the Bell System. The program, which consists of both the teletrainer and an associated teacher's guide, was developed by Bell in answer to a request made by the Baltimore (Maryland) City School System for training equipment and materials.

In using the Teletrainer program, the students talk to each other over real telephones that are connected through a control box manned by the teacher. The control box is plugged into the nearest electric wall socket. With a touch of her finger, the teacher rings either phone, sounds a dial tone or a busy signal, and

controls the volume of an attached loudspeaker that amplifies these sounds, plus all conversation, to the classroom. This loudspeaker enables the other students to participate more in each call.

Miss Van Horn often stations one of the phones outside the classroom to create a more realistic situation. The class, of course, listens over the loudspeaker and then evaluates the entire conversation on a printed evaluation form.

Each practice conversation usually lasts two minutes and is followed by a critique of the same duration. During one period, ten or fifteen calls may be practiced, thus giving most of the girls in the class the opportunity to use one of the phones.

Although only two phones can be connected to the control box at the same time, three phones are included in the program loaned to Katherine Gibbs and nearby schools. The extra phone, button-type, is available only in the Manhattan, Bronx, and Westchester areas of New York State. This type of business phone is unfamiliar to most students, even those living in this center of the world's business; and so explanatory charts are included in the kit for the teacher's use (see illustration on next page). Since the Teletrainer unit is used three times during the semester, each girl has opportunity to make at least one practice call at the button phone.

The 115-page teacher's manual that is included in the kit covers all phases of telephone usage. The manual contains chapters on (1) the elements of a telephone call, (2) answering a call, (3) making a call, (4) using the directory, (5) out-of-town calls, (6) telephone personality, (7) an evaluation form, and (8) a motion-picture list. Most chapters contain a variety

of telephone conversations, each one illustrating a call made under certain conditions.

Some give both sides of the conversation, some give one side and allow a student to react to the situation on his own, and some set the scene and allow both students to use original conversation.

The scope, content, and organization of this material in the Teletrainer kit are the result of suggestions from educational authorities and teachers who have tested it throughout the country, and from businessmen and their firms, who wish to improve the telephone habits of future personnel.

One of the schools using the new kit is Rye (New York) High School. J. Edward Stratton, assistant principal and head of business education, reacted to the kit in this way: "High school students generally feel that they know all there is to know about using the telephone. After all, they can never remember a time when their homes were without phones. This complacency made the teaching of telephone usage rather difficult . . . After seeing the practice unit and discussing the teacher's guide, we

were not only receptive but enthusiastic about trying it out. What some of us felt might be 'just another gadget' began to impress us as a really useful and effective teaching tool."

Business, of course, is also interested in the program, since even novices in an office answer and make telephone calls. When employees know the principles of good telephone usage, their courtesy and efficiency help to enhance both business and customer relationships. Are the students themselves interested in the Teletraining program? Anyone who has seen a teenager spend two hours on the telephone knows the answer to that.

The telephone companies created the Teletraining program as a service to its customers. They loan a Teletrainer kit to a school for a period of one week or more. The kit is then removed and transferred to another school. Details about the program may be obtained from any local telephone office. All branches of the Bell System, as well as many independent companies across the country, have Teletrainer kits ready for distribution to your school. — Robert Parker

TEACHER Alice Van Horn uses chart to explain button phone to students.





it's “we teachers” now

*After her first year in a city school, this teacher was discouraged;
now, as she enters her third year, she feels that she “belongs”*

DOROTHY H. SCHWARTZ Christopher Columbus H. S., New York City

Note: Miss Schwartz' reflections on her first year of business teaching were recorded in "Somebody Should Have Told Me . . ." (BEW, Nov. '56, p. 14). The reception to that article was so encouraging (among other things, it was reprinted in *High Points*, the New York City teachers magazine) that the author decided to take stock of her second year.

SOMEWHERE in the course of my second year of teaching, teachers were transformed in my mind from "they" to "we."

Now, it may well be that this state of affairs was brought about by my own transformation from "substitute" to "regular" teacher (on probation, to be sure, but "regular" nonetheless). Because of this, some conditions are, thankfully, different. Gone is the harassing "no work, no pay" doctrine; my salary has been adjusted for nonteaching experience; the pension system now makes the dim, dark, far-away future financially less dim, less dark; above all, there is no longer the apprehension about one's fate at the end of the term. And being rid of "second-class" status means being rid of traditions that can lead to indignities.

Perhaps it is mean and petty to think in personal terms first of all. Yet formal status is important, and my status has undeniably improved. I doubt very much, though, that teachers became "we" instead of "they" only because of this change in my own status. Time also had something to do with it. After two years of teaching, I can see for myself that I am not any longer the neophyte I was. The overriding sense of insecurity that was mine for some time after I began to teach is now lessening. To some extent, this is the result of ordinary, anticipated growth; but, in my case, as in the case of others who are new to teaching but have had experience in other fields, it had been difficult to accept being classed with the fledglings again.

Nor am I any longer obsessed with the sense of always being wrong. This "turning on oneself" is a natural habit for teachers, it seems, and everyone and everything appear to encourage it. School administrators insist that four out of five classroom disturbances are the fault of the teacher; your peers tell you that this or that situation is your fault. So when your work isn't going too well,

it appears to be most logical to question yourself. As time goes on, however, I discover that I am not always wrong; and it is with enormous relief that I no longer trouble to search within myself for the cause, obvious or hidden, of every blunder.

This new-found confidence in my teaching is drastically different from the pessimism I experienced a year ago. I felt then that I had, during that horrific first year, touched the depths of ignorance in the art of teaching. I was depressed and dispirited. Although I had worked hard, the results had been poor. I was haunted by an increasing (and, I believe, justified) mistrust of my own abilities. I knew generally what had to be done; I had little idea of how to go about doing it.

Sometime during my second year, I made some important, though hardly original, discoveries; exploiting these, I gradually approached a better understanding of both teaching and teachers.

First, I must confess to the sense of inadequacy—thoroughly reinforced by a course in adolescent psychology—that assailed me concerning the difficulties of teaching adolescents.

(Continued on next page)

I now realize that working with adolescents is not necessarily more fraught with peril than working with any other age group. I think that part of the trouble arose from my own confusion of "guidance" with "teaching." I had to learn to recognize that, although we teachers are responsible for providing adequate guidance, we certainly are not expected to bear the full burden, either as individuals or as a group; and, further, that the purpose of the teacher in the classroom is teaching, not guidance.

Oddly enough, I find that my greatest appreciation of this fact comes not during teaching periods, when I am involved with lesson content, but during my building-supervision assignment. I would not admit publicly to enjoying this assignment, lest I be accused, at worst, of heresy, or, at least, of "playing their game" (whoever "they" might be); yet I should be wanting considerably in honesty if I did not acknowledge that it was here that I first perceived a definable result of persistence and patience . . . of teaching.

While I could no doubt find better use for 40 minutes than developing a reflex to blown (or thrown) straw-wrappers, it is still satisfying to note that, as the term progresses, the more amenable student invariably observes specific regulations, the less amenable responds (sometimes even graciously!) to a gesture, and even the least amenable seldom fuses after a repeated request.

At the same time, I apparently made the mistake of attempting to teach peers, not high school pupils. It had never crossed my mind that my general speech and vocabulary, so laboriously and deliciously built, might prove to be a handicap; but it certainly was. Have you ever referred in class to a "technique of execution," only to find a student who defined "execution" as "the hot seat"? Could any adult other than a teacher imagine that the reaction to a definition of "ambiguous" would be, "Teachers *always* use hard words"? I had an interim but (fortunately) brief flurry at the other extreme. Always suggestible, I began to pick up some of the students' speech habits (dropping the "g" from the "ing" suffix; using "didja" or "ja" for "did you," "wassas" for "what's the" or "waddaya" for "what do you"). I still have to concentrate on the par-

ticular problem of communication—building theirs, reconstructing mine.

Second, faced with several different classes daily and the need for adequately prepared "public appearances" before each, I became perturbed by my lack of materials. Having begun teaching, as one does all jobs, with only my head and my hands, I hastened to collect whatever was available—more texts, old examinations, mimeographed material, special projects—with the notion that the more I acquired, the better teacher I would be. It didn't take long to discover, however, that using all the materials effectively required both precious time and special handling, and that I had no guide to selectivity.

For the time being, therefore, I keep the vigil with the students' text and the teacher's handbook and syllabus. And, although I read the literature devotedly, I do not jump at newly advanced ideas; I have discovered that these, too, require time and handling, and that again I have no guide to selectivity.

Third, so great is my relaxation from the tensions I originally experienced in the classroom that I have developed into an exhibitionist, if not a downright "ham." I've decided that too much exhibitionism is undesirable, since I observe that it is sometimes interpreted as "excitability" (which it is not); or that students follow the "acting" with amusement but may not perceive the learning to which it is directed. Yet this new, exuberant stage is so pleasantly in contrast to the tensions of my first year that I am loath to part with it.

This exhibitionism extended also to a laxity in planning lessons for subjects I had already taught. I have not yet allowed myself to be completely unprepared, but I have been quite willing to be only somewhat prepared, giving myself more rein to observe reactions, to learn to space new materials better, and to improvise.

Fourth, I discovered that good testing is not easy. Apart from those awkward formulations that I designed to test what I had taught, and which more than occasionally missed the mark, I found that my own anxieties created student anxieties. In grading, I discovered that I did not know some "understood" rules about measurements.

There is every reason to be candid

about this problem. The test (and other) scores of students are used to compare teachers as well as students, even though teachers, like students, are not at all alike; this should make comparisons odious, but it doesn't. Personally, I should by nature favor "marking on the curve," since I find satisfaction in a mathematical certainty; yet, here again we pit student against student. Has a workable method yet been discerned for matching the student against *himself* rather than against others? I would be interested in learning about the subject.

Fifth, and last: Accustomed as I was to constant supervision in an office, few things surprised me more than the discovery that supervision in teaching permits an almost unlimited liberty. Just as each office or company has its own routine and working methods, to which the employee is naturally expected to conform, so in teaching there are administrative and departmental patterns that must be followed. Even so, there remain numerous opportunities for experimenting and developing one's own teaching techniques. For example, my supervisor does not specify that the keyboard be presented all at once or "piecemeal," or that the numbers be presented only from the guide keys (home row); I need not confine myself to a specific number of lessons a week in shorthand; neither must I be teaching the same item at the same minute on the same day as my colleagues. I am expected to use my own judgment.

My adjustment to such freedom to "develop" took more than a year, for I recognized early that good teachers are made, not born, and my ego (remember, please, that I mentioned not caring to be classed with the fledglings) demanded a faster pace toward the attainment of maturity.

Teachers have adequate consolation, however: there is always another chance. Term after term, we are offered an unremitting opportunity for improvement.

And it is to this third year of opportunity that I now look forward. Because I didn't deliberately set out, in my second year of teaching, to think about these or any other particular observations—because they just happened in the natural course of events—I am hopeful and confident about this third year, not doubting that it, too, will yield its share of reflection and growth.

MOST OF US like to use practice sets in our bookkeeping and accounting classes; but we have some misgivings about their effectiveness, usually for three reasons.

1. Some students do not work independently, "borrowing" from their neighbors.

2. Other students ask the instructor for help instead of trying to solve their own problems.

3. The sets cannot be graded accurately because of reasons 1 and 2.

If practice sets are to be worth the cost and time that are expended, they must be taught—not merely "administered." Accounting and bookkeeping instructors may be interested in the devices I have adopted to

(Continued on next page)

Practice Sets are for **PRACTICE**

If practice sets are to be worth the cost and time that are expended, they must be taught—not just administered

JACK BROWN, Valley Junior College, Van Nuys, California

Proof Sheet (Final—June 30)

(Each journal total is independent of any other)
(Answers are given for readers' interest only)

SALES JOURNAL

Column Headings	Debit	Credit
Accounts Receivable-Sales		\$13,736.40

SALES RETURNS AND ALLOWANCES JOURNAL

Sales Ret & Allow-Acct Rec	\$ 129.37	\$ 129.37
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PURCHASES JOURNAL

Accounts Payable		\$11,661.33
Purchases	11,164.42	
Store Supplies	144.76	
Office Supplies	152.15	
General		
Totals	\$11,661.33	\$11,661.33

PURCHASES RETURNS AND ALLOWANCES JOURNAL

Acct Pay-Pur Ret & Allow	\$ 628.70	\$ 628.70
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GENERAL JOURNAL

(Period Footings)	\$59,810.49	\$59,810.49
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CASH RECEIPTS JOURNAL

Accounts Receivable		\$21,883.69
Accounts Payable		8,196.82
Accounts Receivable		10,699.10
Sales Discount	213.98	
Cash	40,065.63	
Totals	\$40,279.61	\$40,279.61

CASH PAYMENTS JOURNAL

General		
Accounts Payable		
Purchase Discount		
Cash		
Totals	\$36,644.43	\$36,644.43

CASH BALANCE

Column Headings	Debit	Credit
Previous Balance		\$ 1,000.00
Add: Cash Receipts from CR		40,279.61
		\$41,279.61
Deduct: Cash payments from CR		40,438.20
Present Bank Balance		\$12,410.64

Check Sheet

Part I

WEEK	1	2	3	4
DATE	May 1-7	May 8-13	May 15-20	May 24-30
CASH BALANCE	\$5,581.10	\$6,444.43	\$6,444.43	\$1,000.00
NET SALES	5,371.92	5,021.49		
NET PURCHASES	1,127.50	4,467.25	3,034.40	

Part II

WEEK	1	2	3	4
DATE	June 1-3	June 5-10	June 12-17	June 19-24
CASH BALANCE	\$5,248.46	\$5,248.46	\$5,248.46	\$5,248.46
NET SALES	5,625.72	5,625.72	5,625.72	5,625.72
NET PURCHASES	2,495.90	2,495.90	2,495.90	2,495.90

TRENT Practice-Set Quiz

Sample Questions:

1. The total cash sales for May amounted to:

2. The net amount expected to be received for June 15?

3. The net amount expected to be received for June 15?

4. The net amount expected to be received for June 15?

5. The net amount expected to be received for June 15?

Source

Answer

overcome these weaknesses. First, I make up two forms, which I give to each student: (1) a Proof Sheet and (2) a Check Sheet.

Checking and Proofing

The student is instructed to prove his practice-set work weekly by checking his figures against the Check Sheet. He is also asked to submit a Proof Sheet showing his various journal totals for the entire month prior to posting. If his Proof Sheet is correct, the student is told that he may proceed with posting; if it is incorrect, the Proof Sheet is returned to him.

A week of class time should be set aside for working only on the practice set. During this time, the instructor should work both with the class as a whole and with individual students in making sure everyone understands all types of transactions and their effect on accounting reports. Emphasis is not so much on the practice set for itself, but on the application of accounting principles and procedures. In other words, there must be a reason for every step. Practice sets are not intended to be copy work or clerical routine. Definite assignments should be given each day as a goal for the student to reach the next day.

For Practice, Not Grading

I do not believe that practice sets should be graded. In view of the teaching aids and individual instruction that are furnished, ample opportunity is provided for students to complete the practice set correctly. Instead, I tell my students that the purpose of the set is to give them an opportunity to put into practice the complete accounting cycle by means of one realistic and comprehensive problem, rather than through a series of short problems, as they have been doing.

An objective examination is given at the completion of the set in order to check the student's knowledge of its various aspects. It is an "open-book" exam, in that the student is permitted to use his set to locate certain information; he gives not only the answer, but also the source of each answer that he gives. It is through the use of these methods that I am convinced that the practice set can become a useful and valuable teaching device for all bookkeeping and accounting teachers.

DEVELOP YOUR STUDENTS'

HIGH SCHOOL STUDENTS don't need to know business law—that's why we have lawyers."

Some secondary-school business teachers are still making this comment. It's an easy statement to disprove. From his first purchase of a piece of candy or an ice-cream cone, everyone engages in business activities throughout his life. The law that is basic to these daily activities should be part of the background that fortifies one to meet the challenges of life. Just as an automobile driver needs to be familiar with the laws of the road in order to drive safely, so the citizen needs to be familiar with the basic laws of the highways of business life. The citizen should know when to consult a lawyer just as he should know when to have his car lubricated and when to buy gasoline in order to continue driving.

If it is granted that every high school student should know the basic business laws of our land, it follows that the textbooks should be written at the student's level of understanding. Are business-law textbooks too difficult for high school boys and girls to understand?

Vocabulary Is Appropriate

Application of the Yoakam Readability Formula in a detailed study of all available high school business-law textbooks reveal that these texts are written with a vocabulary load that ranges from grade 9 through grade 12.8. The only two textbooks on the twelfth-grade level were both written before 1941 and are not used to any great extent now. The average (mean) grade level was 11.1. Nearly half the textbooks were at a level below the eleventh grade. It is evident that most of the high school business-law textbooks now in use can be understood by the average eleventh- or twelfth-grade student.

In order to determine the difficulty of specific legal terms, I tabulated all words encountered in the high school business-law textbooks that ranked above the first 3,000 words in Thorndike's 20,000-word

list. I separated the legal words—there were 361 of them—from the list and compared them with the nonlegal words. It turned out that the legal words were only slightly more difficult than the nonlegal ones. A student's general vocabulary will have almost as great an effect on his understanding of business law as will his legal vocabulary.

In order to find out how many of these legal words should be understood by the layman, I submitted the 361-word legal vocabulary to a jury of business-law teachers and to a jury of practicing lawyers throughout the country. The consensus of these juries was that understanding the meanings of 211 of these words would be of great value to an informed adult citizen.

It appears obvious, then, that a teacher of business law should stress vocabulary. There are many ways to do this; here are a few suggestions:

- Distribute the list to all students during one of the beginning sessions of the course in business law and indicate to the students that these words must be learned. Test periodically throughout the course to see whether the words have been mastered. This is not the most satisfactory method, but it is a start.

- Scan each daily assignment; and, *before* instructing the students to read the material, present a list of the legal words included in it, along with brief definitions. (Add some nonlegal words if it is helpful to do so.) Each definition should be accompanied by a down-to-earth illustration of the use of the word. When discussing the material after it has been studied, define and stress these words again—but this time let the students give illustrations themselves. The words should be entered in the students' notebooks. A test of success in mastering the words should follow the lesson.

- Try an old-fashioned spelling bee at the end of each chapter or unit. Require not only correct spellings, but also definitions and illustrations of the uses of the words. The losing side could treat the winners

BUSINESS-LAW VOCABULARY

DAVID G. GOODMAN

Lawyer, Institute, Big Rapids, Michigan

to sodas, or to a party at the end of the course. (This system has been used with exceptional success in case problems.)

• Set an example by your own liberal use of an unabridged dictionary whenever a new or unfamiliar

word is encountered. A student could be assigned to be the "attorney general" for the day and look up all words in question for the group. All students should be at ease in using a dictionary. They should be made aware of the importance of the

meanings of words—especially in legal discussions.

You may prefer other methods that you consider more effective. Only one thing really matters—vocabulary study is a must in the successful teaching of business law.

A BASIC BUSINESS-LAW VOCABULARY

- | | | | | |
|-------------------|-------------------|--------------------|---------------------|---------------------|
| 1. acceptance | 43. civilization | 85. execute | 128. lien | 170. security |
| 2. access | 44. claim | 86. execution | 129. liquidated | 171. seizure |
| 3. accessory | 45. collateral | 87. executor | 130. liquidation | 172. slander |
| 4. accountable | 46. compensation | 88. exhibited | 131. location | 173. society |
| 5. accumulation | 47. competency | 89. extend | 132. major | 174. soundness |
| 6. acknowledgment | 48. competent | 90. extraordinary | 133. maliciously | 175. specifications |
| 7. administered | 49. complaints | 91. fee | 134. manual | 176. statements |
| 8. administration | 50. compromise | 92. felon | 135. misdemeanor | 177. status |
| 9. administrator | 51. conclusion | 93. felony | 136. mortgage | 178. stipulation |
| 10. admission | 52. concurrent | 94. fined | 137. mortgagee | 179. substitute |
| 11. adult | 53. conditional | 95. fixtures | 138. mortgagor | 180. succession |
| 12. adverse | 54. confession | 96. fraud | 139. necessities | 181. substitution |
| 13. affirm | 55. confirmation | 97. fraudulent | 140. negligence | 182. sue |
| 14. agent | 56. consideration | 98. garnishment | 141. negligent | 183. suggestions |
| 15. agreements | 57. constructive | 99. goods | 142. notary public | 184. summary |
| 16. alteration | 58. contractor | 100. gratuitous | 143. obligations | 185. surrender |
| 17. amendment | 59. contribution | 101. guarantee | 144. occupancy | 186. sworn |
| 18. annuity | 60. convey | 102. guarantor | 145. partnership | 187. taxation |
| 19. anticipation | 61. conveyance | 103. guaranty | 146. payable | 188. tenancy |
| 20. apparent | 62. conviction | 104. guardian | 147. personality | 189. tenant |
| 21. appointment | 63. corporation | 105. guardianship | 148. petition | 190. testator |
| 22. appropriate | 64. creditor | 106. hazardous | 149. plaintiff | 191. testified |
| 23. arbitration | 65. customary | 107. hostile | 150. plea | 192. testimony |
| 24. arrangement | 66. debtor | 108. improvement | 151. precedent | 193. threat |
| 25. arrest | 67. deceit | 109. incorporate | 152. preference | 194. transfer |
| 26. assault | 68. default | 110. indictment | 153. premises | 195. trespass |
| 27. assets | 69. defendant | 111. inducement | 154. prevention | 196. trespasser |
| 28. assignment | 70. delivery | 112. infancy | 155. probate | 197. trustee |
| 29. attachment | 71. determination | 113. injunction | 156. proceedings | 198. unmarried |
| 30. attorney | 72. disability | 114. injury | 157. promote | 199. usury |
| 31. authentic | 73. disabled | 115. insanity | 158. promoters | 200. vacate |
| 32. authorize | 74. discretion | 116. insolvency | 159. prosecute | 201. valid |
| 33. available | 75. discussion | 117. insolvent | 160. prosecution | 202. validity |
| 34. bankrupt | 76. dishonor | 118. institute | 161. prosecutor | 203. void |
| 35. battery | 77. dismissal | 119. institutions | 162. protest | 204. voidable |
| 36. beneficiary | 78. duress | 120. jurisdiction | 163. purchaser | 205. voluntary |
| 37. breach | 79. easement | 121. jury | 164. realty | 206. volunteer |
| 38. burglary | 80. embezzled | 122. justification | 165. receiver | 207. vouch |
| 39. bylaws | 81. encumbrances | 123. larceny | 166. reference | 208. waiver |
| 40. calendar | 82. entry | 124. lawful | 167. representation | 209. warrant |
| 41. capability | 83. evidence | 125. levying | 168. reservation | 210. warranty |
| 42. capacity | 84. exception | 126. libel | 169. robbery | 211. wrongdoer |
| | | 127. license | | |



THE DEPARTMENT HEAD is ultimately responsible for the final form of the examination. No stenciling should be undertaken until he has personally inspected the question papers and found them satisfactory. His experience and maturity ideally qualify him to edit these papers.

Even the best examination can be improved by a fresh point of view. A committee that has written an examination may have been so preoccupied with adequacy of coverage and solvability in the time allotted that they failed to see the forest for the trees. The department head can be much more objective.

A supervisor must do a thorough editing job. Students are entitled to an exam session free from interruptions. Careful editing reduces the interruptions caused by announcements of corrections. Such distractions hardly help maintain the proper emotional climate in an examination room. And if one room is overlooked or if an announcement is garbled, disastrous consequences may follow.

A careful editing job before the examination is duplicated will assure the supervisor of peace of mind during and after the examination. It is bad enough to discover an error in time to have announcements made in each room. Worse still is the situa-

tion where an error is not discovered until the last few minutes of the test, or until after the papers have been collected. At such times, an entire question may be invalidated—or even an entire examination, if the unsolvable problem has consumed an inordinate amount of time and prevented the students from working on other parts of the examination.

The uniform examination offers an opportunity to win or lose prestige. If an unavoidable error makes the department the laughingstock of the school, the supervisor will be ridiculed, not the teachers. If the proctoring of the examination proceeds without interruption, however, the department will command the respect of the entire faculty.

The following questions will serve as a guide when editing the examinations:

1. Are all new-type questions both in sequence and separated from other questions?
2. Are all new-type questions arranged in a manner that simplifies answering by the students and rating by the teachers?
3. Are instructions given clearly for each question?
4. Does a statement listing the required paper and materials appear on the question sheet?

I. DAVID SATLOW

Thomas Jefferson High School, Brooklyn, N. Y.

5. Are students told where the answer to each question is to be written?

6. Are new-type questions accompanied by sample answers?

7. Is the credit value stated for each question?

8. Do the credits total 100 per cent?

9. Does the numbering of questions follow a uniform pattern, such as the Harvard Outline?

10. Can each question be answered?

11. Does the phrasing of the questions follow the basic rules of grammar, punctuation, and sentence structure?

A careful reading of the submitted text may disclose some items that have been included inadvertently and which, if not corrected, will be copied onto the stencil. By way of illustration, two transactions may be phrased: "Bt mdse from James Cook for \$150." and "Sent a ck for \$75. to M. Ryan on account." The abbreviations may be confusing; the decimal point after the \$75 is certainly misleading.

The department chairman should personally solve each question. He

3. How to edit and duplicate exams

WHY's of Uniform Examinations

THIRD OF FIVE PARTS

will thus make certain that we paid a *creditor* rather than a *customer*, that we paid a creditor to whom money was due rather than one whose account had been previously settled. He will also assure himself that the students will not be presented with the impossible situation of more money being paid out than the firm possesses.

This reading by the department head will also indicate whether the examination is a fair one and whether the time allowed is adequate. A certain amount of scissors-and-paste work may be necessary in order to rearrange the questions and avoid the continuation of a question from one page to the next.

Stenciling

The draft of the examination paper should be arranged so that stenciling is a purely mechanical job. In the upper left-hand corner should appear:

XYZ High School
December, 1957

In the upper right-hand corner should appear:

Uniform Examination in Sales 2
Time Allowed 1 hour

Following this, three blanks should be typed on one line for the names of the student, the class, and the

teacher. After this should appear:

Note to the Pupil:

1. This examination consists of 6 pages.
2. Write all answers on these pages.
3. Arrange your work neatly and legibly. Failure to do so will result in a deduction.

The note will have to be modified, of course, if students are *not* to write on the question sheets or if some special marking system is being used. For example: "The total credit value for content is 95 per cent; the remaining 5 per cent will be given for penmanship and neatness."

In some subjects, such as book-keeping, the caption, *Paper Required*, should be affixed at this point and the information filled in, so that students will know what paper they can expect to receive. Also, the department office will know at a glance what kind of paper to insert into the examination envelopes when these are being set up for the examination.

At the bottom of the page, there should be the notation, "Please turn to page 2." Then, at the top of page 2, the following line should appear: "XYZ High School—Sales 2 Uniform Exam—12/57—Page 2." A simple expedient of this kind helps identify

the page—and the stencil, too—at any future date.

The next line should provide for the student's name, subject, class, and teacher. (This precaution is not necessary if answers are not to be written on the question sheet.) Obviously, if the examination continues for several more pages, the same type of "forwarding," from the bottom of one page to the top of the next, is to be employed.

After the last question, the following note should appear:

THE END

Re-read your paper carefully, and try to recheck your work. A careful reading at this time may result in the discovery of a number of errors that were made in haste.

Duplicating

The ideal methods of duplication are printing and the new photo-offset process. Because of its cost, printing is out of the question for most schools. The same is generally true of photo-offset; though it is less costly, it is still prohibitive for the average school budget.

Why are schools singled out for special treatment? A business firm will turn over quantity production jobs to an outside firm that specializes in

printing, photo-offset, multigraphing, and even mimeographing. It will not demand that the precious time of its executives be taken up with any type of duplication. Schools, however, have to accommodate themselves and do their own duplication of uniform examinations.

Of course, there is one important factor to be considered—the element of secrecy, which often makes it desirable to have examinations duplicated at school. But let us not delude ourselves—the basic reason for duplicating exams on school premises is economy rather than secrecy. As a result, time and effort that should be applied to other activities have to be diverted to examination routines.

The schools that can obtain an appropriation for photo-offset equipment will find the investment most rewarding. Duplication of examination papers will be possible with a minimum effort. The inclusion of forms and other graphic illustrations is made practical since there is no additional effort or increase in cost.

Schools in increasing numbers are acquiring this costly equipment, but the total is still very small. In the main, schools depend largely on the stencil duplicator and the spirit duplicator to produce copies of their uniform examinations. We shall therefore direct our attention to these two devices. Actually, only the stencil duplicator will be treated in detail, since the basic techniques for the spirit duplicator are generally similar.

Who should prepare the stencils? In schools in which the department office is required to type the stencils, the department has no choice in the matter. However, in schools where a central office prepares the stencils, the advisability of doing one's own work should be considered.

In the first place, business teachers are as adept at stenciling as school clerks. In the second place, little effort is required when materials are prepared line by line as they appear on the stencil. In fact, it is just as easy for the skilled teacher to type the copy right on the stencil as it is to type a final draft. In the third place, the school administration will welcome having the department assume the burden; the good will that results from such a gesture is inestimable.

The typing of the stencils may

either be divided among the department members or rotated from term to term. If one of the staff members happens to be a stencil artist, it will invariably fall to his lot to do the stencils. He should, however, be relieved of writing the examination questions and of other departmental tasks. Another compensation might be to relieve him from his building assignment during the time required to prepare the stencils. The department head should be most circumspect. A person with rare ability is often ready to give up his own time, work under pressure, and then accept the aftereffects of the strain. Exploitation is too easy a way out! A most fitting form of appreciation is for the department head himself to take over some of the classes of the stenciler.

The expert stencil artist will be able to do fine work if he is provided with adequate equipment and supplies. The typewriter should be in good working order, its keys cleaned thoroughly. Enough stencils of the best quality should be on hand. There should also be a fresh bottle of correction fluid. Long stencils are preferred, since they save both paper and effort. The office schedule should be arranged to give the stenciler complete privacy in his work. The presence of other faculty members may impair his efficiency; the pres-

stencil. This identification facilitates filing and location when needed later.

4. Skip a line between questions.

5. Proofread for accuracy of typing.

6. Make certain that all stylus work is done on the stencil before you initial your approval.

7. Do not destroy the draft from which you typed the stencils. This material should be on file to resolve any doubt that may arise about the text of any examination.

8. Store all poorly typed and rejected stencils, stencil tissues, and stencil carbons in an envelope until after the examination. Discarding such materials may provide students with a source of information.

How much in advance should stencils be prepared? This question cannot be answered unless we know all the conditions at the school. Each supervisor must answer the question according to his own needs. Factors such as these will undoubtedly enter into the decision: Is there any danger in running off the copies too soon? Would accumulating the stencils result in too large a duplicating job in too brief a space of time? Does the department's schedule permit leisurely duplication as the stencils are completed? Early duplication permits restenciling if it is needed. Late duplicating safeguards against



ence of student secretaries may jeopardize the secrecy of the exam.

If the department is favored with an expert at stenciling, there is no need to give him any guidance. However, the general teacher-typist may benefit from some pointers on format. Here are several suggestions, which are not intended to be all-inclusive:

1. Start typing on line 3. This assures a margin at the top.

2. Remember to include a uniform heading on all the examination papers.

3. Insert a code number on the

leakage. Perhaps the ideal lies somewhere between both extremes.

To assure clean copies, a clean pad should be applied to the stencil duplicator and inked thoroughly. The department office should have on hand enough pads, ink, and paper so that duplicating work can proceed smoothly. Before the actual mimeographing gets under way, each stencil should be given a test run for clarity and adequacy of inking. Once the copy appears satisfactory, sets of forty (or thirty-five) can be run

(Continued on page 36)

PROBLEM CLINIC

(Continued from page 6)

In order to have directions carried out correctly, the teachers are given a form to check, stating the number of copies needed, whether the ditto or mimeograph is to be used, if the material is to be single or double spaced, etc.

I would suggest that instead of having a monthly newspaper, you cut the number to four or five issues a year. Perhaps the English teacher would co-operate with you and have some writing for the paper done as an English assignment. My advanced typing class spends two 50-minute periods a day for four days typing from rough copy, cutting stencils, placing the drawings on the stencil, mimeographing, assembling, and stapling our school newspaper. We have five issues a year, and each issue has an average of 30 pages.

SARA ELLEN LAUBACH
Warrior Run Area Schools
Watsontown, Pennsylvania

Dear Anonymous:

Your problem is a familiar one. Before you "go completely out of your mind," here are some suggestions:

TAKE A FIRM STAND. Meet with your principal for his understanding and co-operation—and within a short time all will straighten out. First, make it clear that you were "hired to teach typing," not to play "secretary" to the whole faculty.

Draw up a plan:

1. All material from teachers should be in to you a *week* before they are due. (This alone will cut down on work.)

2. Put out a bimonthly school paper.

3. Accept the fact that doing work for local organizations is considered good public relations and that, together with "rush" jobs from the school office, such work should be done. (The only exceptions to the deadline.)

4. If machines are available and convenient to you, allow teachers to send in *their own students on their own class time* to type their own material.

5. Today nearly all teachers know how to type; therefore they should do their own work. If they can't type, then they should take a course and learn.

6. When you return "outside jobs," include a mimeographed note saying that in the future the school must have a reasonable length of time to complete the job because of the small typing class, the extra work, etc.

(Continued on page 11)

Business Law

IRVING ROSENBLUM
WILLIAM PITT H. S., NEW YORK

POSTER-PLAYLET

FINDERS KEEPERS

EVEN IF JOE DID FIND IT,
IT'S STILL MY PEN.

BUT I PAID JOE A DOLLAR
FOR IT. IT'S MINE NOW.



WHO OWNS THE PEN?

ANNOUNCER: Finders keepers, losers weepers? Listen to this story and decide.

ANDY: Lend me your pen a minute, will you, Bill? I want to put my name on my book report.

BILL: Sure, Andy. (Hands pen to him)

ANDY: (Signs name, then examines pen) Say, this pen looks familiar. Is this your pen?

BILL: Sure.

ANDY: It looks just like . . . Where did you buy it?

BILL: Oh, I bought it from Charley . . . There's Charley now. I gave him a dollar for it, didn't I, Charley?

CHARLEY: That's right, and it was a bargain, too.

ANDY: I'll say it was a bargain. I bought one just like it for \$15, but . . . Where did you get it, Charley? How could you sell it for \$1?

CHARLEY: Well, I found it. I didn't need an extra pen, so I sold it.

ANDY: You know . . . that looks just like the pen I lost. See if the tip is chipped.

BILL: (Examining pen) You mean this? Well, it does look chipped, but that doesn't prove anything.

ANDY: All right. Is there a dent near the top? That's where I caught it in the car door. . . . And do you see my initials, A. R.? They're faint, but you can still see them on the barrel. Here, let me show you the dent and my initials. (Takes pen and shows marks to Bill and Charley)

BILL: That's right. There are the initials, A. R. What do we do now?

CHARLEY: Nothing. The pen was lost. I found it and sold it, and now it belongs to you.

ANDY: Oh, no, not so fast. It's my pen, and I want it back.

BILL: But how about my dollar? I paid for it—it's my pen now.

ANNOUNCER: Who is right? Finders keepers? What do you think?

DECISION: The pen still belongs to Andy. The loser doesn't surrender title but merely possession. The buyer acquires only the rights of the seller. Here, the seller had only possession, not a title, to the pen.

A STUDENT IS WASTING her talents when she can type fast and accurately, can take accurate dictation at a high speed and yet cannot transcribe proficiently. Transcription is the most important phase in the training of a stenographer.

Too many teachers stress endless drills to perfect typing and shorthand skills, while neglecting the vital need for transcription practice. Too much time is consumed with needless repetition of what the student should already know. For example, by the time a student reaches a transcription class, she is well-trained in the various letter styles—her typing course has taught her this. In shorthand, she has been prepared for taking dictation, and newer shorthand texts are also correlated with transcription aids. In the same manner, grammar is fully covered in English, and all courses have emphasized correct spelling and the use of the dictionary. All these skills are important, but none should ever need to be carried into the transcription class.

When the time for studying transcription comes, there is little to learn except the vitally important task of transcribing one's notes. To prevent any waste of time on subsidiary instruction, try duplicating the correct rules for punctuation and spelling and passing them out a day before they are to be covered in the dictation. And whenever possible, write your instructions on the blackboard before class. Train your students to read the board regularly, to prepare themselves for dictation, and to have all necessary transcription materials at hand.

In fact, from the moment a student arrives in a transcription class, she should be ready to take dictation

ANTHONY R. WIDEMAN

Temple University, Philadelphia

The class should provide as realistic a business situation as possible. Each student should always have with her a fountain pen and/or pencils, a shorthand pad, a dictionary, and an eraser. Should any of the materials be forgotten, a penalty should be inflicted. An employer will not tolerate his stenographer's constant forgetfulness—so neither should her teacher.

The production of *mailable* letters should be stressed from the beginning. Only these letters should be recorded in the teacher's grade book (Half-credit may be allowed for re-typed letters.) This is a strict policy, but it is one that works. Before long, each student's letters will become mailable as she learns how to proof-read her work carefully before removing it from the machine.

Teacher Is Kept Busy

The teacher's job is one of constant supervision. Each student should be helped individually whenever she has a problem. When a letter is finished, the teacher should correct it immediately. Each error should be encircled and a verbal or written explanation made to the student. This is an arduous task for the teacher but an important one. Finally, all letters should be corrected and returned to the students at the next meeting of the class. A student learns more rapidly when her errors are pointed out to her a very short time after they have been made.

After the work has progressed for a while, certain members of the class will be able to take dictation at a faster rate than others. The teacher

should make allowances for the slower students by dictating to them at a reduced speed. When another classroom is available, dictation should be given there for the faster students, both at higher speeds and in greater quantities.

Once skills are developed to a satisfactory level, the teacher should dictate "off the cuff." She should forget the text and dictate letters of her own, with the same inflections, disturbances, cross-outs, and inserts that an employer might use. It is important to train students in such a realistic manner, even though they may find it humorous at first.

The Real Is Never Perfect

Unfortunately, as we all know, the employer rarely dictates as perfect a letter as is found in dictation materials. When possible, the teacher should answer actual business letters. The best of a student's work can be mailed when she is answering such actual letters.

Let me say in conclusion that an announcement should be made, early in the transcription program, advising all teachers and administrators that students will be available for stenographic tasks. When requests come in for their temporary services, the best students should be sent first, then the next level, then the next. Naturally, the students will not be proficient as yet, so the staff should be advised accordingly. But such a program will be profitable to each. Members of the staff will appreciate the assistance. And the student will not only learn by doing but will also realize, by seeing the results of her training, that she is progressing toward her goal of mailable letters.

Are We Neglecting Mailability?

Remember, the final step in the office is the biggest step in the transcription classroom

DEPARTMENT HEAD AS TRAINER

(Continued from page 16)

The accepted practice is to work with only one letter at a time, not three. Preview a new letter (as you did). Dictate it once, twice, three times, sometimes four and even five times—each time at a higher speed. Ask for a show of hands after each dictation to get an idea of the class performance. After you have worked this way with two or three letters, you can then, if time permits, dictate all of them in one take, as a test.

Just as in typing, it is advisable to work intensively for short periods of time, up to 1½ minutes. After that, fatigue sets in, and efficiency and concentration are greatly reduced.

CLASSROOM PRACTICE: *The teacher conducted a most successful review and speed-building lesson.*

REPORT COMMENT: May I congratulate you on the excellent lesson you gave in your elementary shorthand class. It contained these procedures indispensable to effective shorthand teaching:

1. You reviewed the homework at the beginning of the period, thus impressing on the class the importance of preparing homework carefully.

2. You reviewed vowel sounds as part of a phonics drill. Our girls need this practice.

3. Your lesson was very carefully planned to include not only a large amount of illustrative word material but application sentences and a short letter as well. The materials were well graded and presented carefully and thoroughly. You devoted considerable attention to the details of shorthand penmanship that are so necessary in elementary stenography if we are to build correct writing habits.

4. Your class was kept busy all period with a variety of activities. Not a moment was lost yet, despite the steady pace and hard work, your girls appeared relaxed.

5. There was a great deal of connected-matter dictation. No lesson in shorthand is complete or successful unless the class has had the opportunity to apply the new words and new theory in meaningful dictation. In addition, you stressed fast writing, a most important point in our effort to develop in our beginning student the speed and fluency in writing that are so necessary in intermediate and advanced dictation courses.

(Continued on next page)



SHORTHAND CORNER

LYDIA SUTTON HIGH SCHOOL OF COMMERCE, DETROIT

I don't like to hear: "They won't read." "They don't read." "They can't read." A few years ago, I decided to seek the reason for such universal criticism of students. What I discovered was some fundamental principles that I had passed over too lightly. I knew shorthand so well myself that I had failed to realize that the beginner is confronted by new premises that force a change in his way of thinking. There are four main ideas to which he must adapt himself:

First—The principle of spelling by sound is unique for students after ten years of dictionary spelling. Regular drills are needed to emphasize the fact that shorthand is written by sound. A minute or so of shorthand spelling every day will help the slow learner to grasp the difference.

Second—Shorthand requires that students memorize alphabet and brief forms. Their familiar learning techniques of reasoning and discussion are worthless. We can't change the circle from A to O. Many also need help in learning how to memorize.

Third—After they have learned the basic alphabet, students are often confused by the changes in form due to letter joinings. Sometimes the letter may seem lost altogether, as the O in *store*. These changes should be indicated before the words themselves are presented.

Fourth—Sometimes the spelling is accurate, yet the word seems unrecognizable. Vocabulary is definitely a part of this problem. With help, however, a student will experiment with shifts of emphasis until the letters do become a word. Make them realize that this is a common difficulty and you will reduce their frustration.

Open a shorthand book today! How different from the Anniversary Edition, whose one page of reading per chapter we thought was a hazard! Look specifically at Lesson 4 in today's *Gregg Manual Simplified*, Second Edition—it is an "overwhelming" assignment after only one week of shorthand. Of course, many students are able to handle such assignments quite well, but the teacher's job is to simplify learning for *all*. When I come across a difficult chapter such as this, I find that these stratagems are usually quite helpful:

1. The students follow my preview reading with their fingers. The finger focuses the attention on individual words. If the assignment is read normally not frightening anyone, homework will seem easier.

2. I stop frequently. This is the sign that I am going to spell and pronounce the next word. During the first weeks, I emphasize words with unusual letter joinings and those that might offer vocabulary problems.

3. I indicate the number of words in each letter and suggest a maximum reading time. (Of course, if they read faster, I give them sincere praise.) Since the student has no standard by which to judge his performance, I read several letters slowly but unhesitatingly. Pushing for rapid reading too soon promotes discouragement.

4. We analyze as I preview. The new words appear on the blackboard. Lesson 4 presents two new sounds and 12 brief forms. The new sounds are used in 30 words, 11 of which are *on* or *or*. Each brief form is used—a total of 27 usages. This analysis shows how easy memorizing will be for the student when there are many repetitions. Also, out of 107 words there are only 57 new words—the remainder is review.

Sometimes review words may look new, but the students know what to do now. They approach such problems with a knowledge of five basic facts: 1. the basic alphabet; 2. that letters are written in natural order; 3. that the words are written by sound; 4. that every letter must be pronounced; 5. that spelling should be done instantly. This knowledge gives them confidence in attacking their homework; when they can read, they will.

NEW-MATTER

DICTATION

with Previews

CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE: This exchange of letters is the third in a series based on common office problems. The letters are marked off in groups of 20 standard words and may be dictated at any desired speed.

Situation 3. BARGING VISITORS

Letter 1

Inside address

Mr. James Thomas
Office Consultants, Inc.
58 Main Street
Your City

Signature

Frances Johnson

Letter 2

Inside address

Miss Frances Johnson
82 Lake Street
Your City

Signature

James Thomas

(1)

Dear Mr. Thomas: One of my responsibilities is to announce visitors to my boss. In some cases², of course, I can take care of their wants so that they do not have to see him. Many people, however, walk—really—barge—right past me into my boss' office. This is especially true of executives in the organization.³ How can I keep these people from sailing right past me? Yours truly,

(2)

Dear Miss Johnson: Here are a number of⁴ suggestions for you. Perhaps one or two of them will work.

1. Ask your boss for his co-operation. He may be encouraging⁵ people to come directly in to see him without first checking with you.

2. Look disgruntled. Whether or⁶ not this works depends on who is barging in, but it's worth a try.

3. Let them walk in—especially when your boss⁷ isn't there. Let them rattle around his office by themselves. Eventually they will check with you first.

4.⁸ Rearrange your office so there isn't much room to get by you.

5. Hang a rope across the door.

6. Reach out and grab⁹ them.

7. Give up and don't try.

8. Put your desk in front of the door and make them climb over it.

9. Win their respect¹⁰ so that they will automatically check with you.

10. Say, "Hey, where are your manners?"

11. Perhaps you¹¹ should do nothing. A lot of people don't want to work with a person whose office they can't walk into when they want¹² to. They believe in the "open-door" policy.

In other words, part of the solution is a matter of¹³ emphasis. It may be that your boss prefers that you do not act as a buffer. For many of his visitors, the¹⁴ best procedure may be to let them see him directly. On the other hand, if he really wants you to stop them,¹⁵ you may be able to accomplish this by rearranging your office furniture or by more forcefully¹⁶ discharging your responsibilities. Cordially, (329)

Preview Outlines

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REPORT COMMENT: Continue with your practice of having your class write as much as possible. Your attention to penmanship through emphasis on correct writing and the use of large blackboard outlines as illustrations is an excellent technique and should be employed at all times. Your classroom manner is warm, friendly, and sincere—all important ingredients if a good teacher-class relationship is to be established.

CLASSROOM PRACTICE: *The teacher devoted a great deal of time to a discussion of theory and elicitation in developing a lesson in an elementary class.*

REPORT COMMENT: It might be advisable to employ a different approach in the presentation of new and difficult lessons in theory stenography. The direct method, for instance, in which the rules are given by the teacher or the text and then immediately applied by the students in words and connected matter, might be easier and simpler to use. The elicitation method has many commendable features, but it also involves a great deal of time, excessive verbalization, and boredom or lack of interest on the part of the less capable students. Practically all our time should be spent in having our students both read and write; statement of a rule by a student does not necessarily imply ability on her part to apply that rule.

The direct approach requires that we show our girls what to write and how to write it; that we use as many apperceptive devices as possible; and that we employ as many of the senses as possible. Our girls should see shorthand, read shorthand individually, listen to and participate in unison reading of shorthand, and, of course, write shorthand.

Do not hesitate to allow the class to use the textbook. Blackboard conditions in your room are so bad that you should really use the book as much as possible. Brief forms, especially, should be introduced by means of the open-textbook method in order to save time.

CLASSROOM PRACTICE: *The teacher did not state the aim of the lesson or activity.*

REPORT COMMENT: It is necessary to preface each activity in class by a statement of aim or objective for that particular activity and to follow up, on completion of the

activity, by an evaluation to ascertain whether or not your students have successfully attained the goal set. Thus, in dictation, the aim may be to develop fluency in writing, to automatize the writing of the new words in the lesson, to stress perfect shorthand, to develop speed, or to read back with punctuation. Once the goal is set, the students then know what they are aiming for and can bend all their efforts to reaching it successfully. The ensuing evaluation helps develop in them a critical attitude toward their work and to discover and eliminate their errors and weaknesses.

CLASSROOM PRACTICE: *The teacher encouraged student participation; students helped each other.*

REPORT COMMENT: Your practice of having students correct each other is an excellent one, as is your method of calling on students for correct answers to other students' questions, rather than answering them yourself. This encourages students to listen to their classmates, to think, to talk in class, and to become active class members. Keep it up!

(An excerpt from a report to another teacher reads:)

When going over the homework reading assignment, call on two or three girls per letter, so that you can involve as many girls as possible in this activity. Your method of recordkeeping for this part of the assignment sounds like a good one; it should enable you to keep track of the girls you call on and the quality of their reading.

CLASSROOM PRACTICE: *The tempo was slow; the lesson dragged in an advanced class.*

REPORT COMMENT: As we discussed at our conference, I should like to suggest that you devote some time to increasing the tempo of your lessons, and that you try to add a little spice or diversion in order to eliminate the routine, monotony, and boredom that often characterize drill and skill-building classes. During our conference, you offered many concrete suggestions to maintain interest—teacher demonstration at high speed at the board, short spelling breaks, relating the teacher's business experiences wherever pertinent, presentation of selected speed phrases and outlines, discussion of job possibilities, perking the class up with unusual types of dictation (testimony,

jury charge), and the use of films (*The Secretary Takes Dictation*, the Gregg series of slides, and others). You need spend very little time on most of these "gimmicks," yet they will enliven and stimulate your class.

CLASSROOM PRACTICE: *The teacher devoted little or no time to shorthand penmanship.*

REPORT COMMENT: Be more penmanship conscious! Call the attention of the class to difficult outlines, write large models on the blackboard when necessary, and check your students' notebooks to see that they are copying accurately. At the same time, insist that students practice outlines fluently; you can easily spot shorthand that has been laboriously penciled. The shorthand class is not an art class where outlines are drawn meticulously.

CLASSROOM PRACTICE: *The teacher wrote preview outlines on the board, and the class practiced them.*

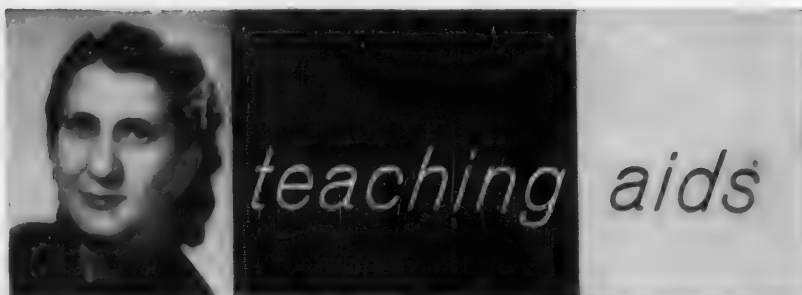
REPORT COMMENT: In practicing isolated preview outlines, may I suggest Leslie's method of having your students keep their eyes glued to the outlines on the blackboard so as to keep the correct image before them while they are writing in their books. We are concerned primarily with the student's mental picture of the outline. If she knows it and can visualize it, she can write it—for, as Leslie points out, we write with our minds, not with our hands.

CLASSROOM PRACTICE: *The teacher employed no intensive speed-building devices.*

REPORT COMMENT: Choose one letter a day, preferably a homework letter, for speed building. Repeat the letter three, four, or five times at progressively higher speeds. Occasionally, for the last dictation, fall back to 20 or 30 wpm, telling your class beforehand what you plan to do and asking them to aim for perfect shorthand and for control.

The number of suggestions made in this letter is not meant in any way to disparage your efforts, because you have, in fact, made considerable progress in teaching advanced classes. Instead, they should serve as a guide for your future improvement and professional growth. I suggest that you concentrate on one or two items at a time for the rest of this term.

(Next month: Typewriting).



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Typing materials. R. C. Allen has a variety of materials that they will send to typewriting teachers. These items are free: "Typewriter Keyboard Test"—although designed for the R. C. Allen Visomatic typewriter, it can be used for almost any standard keyboard machine. "Miniature Keyboard Chart"—this is made to fit above the keyboard of an R. C. Allen Visomatic typewriter with blank keys. "Progress Chart"—22 by 19 inches, this chart provides space to list 40 students' names, gross words, 10 to 100; errors, 0 to 20; date; and average. "Keyboard Wall Chart"—though designed for the R. C. Allen typewriter, it may be used for standard keyboards; the back of the chart illustrates 39 mechanical parts of the typewriter.

A series of typing tests has also been prepared; they provide both straight-and production-copy material. These tests come in a portfolio that contains five copies of seven different tests. It sells for \$1. Order these materials from R. C. Allen Business Machines, Inc., 678 Front Avenue, N. W., Grand Rapids 4, Michigan.

Audio-visual booklets. Four booklets are available from Bell and Howell Company, Educational Sales Department, 7100 McCormick Road, Chicago 45, Illinois. For a free copy of each, write to this address and request: "Teaching and Training with Motion Pictures (Optical Sound)," "Teaching and Training with Motion Pictures (Magnetic Sound)," "Teaching and Training with Tape Recorders," and "Teaching and Training with Film strips and Slides." Each booklet gives the various classroom uses of these audio-visual aids; each is especially valuable for methods courses.

Reference manuals. "The Handy Spelling Manual" (\$1.35) is a quick reference for the spelling, hyphenation, and pronunciation of nearly 30,000 words. "The Handy Reference Manual" (\$1.30) is a reference of essential facts that have been collected expressly for the professional secretary. "The Handy Etiquette Manual" (\$1.25) is a ready source of practical and comprehensive answers to problems of etiquette. All three manuals may be obtained from Allied Publishers, Inc., Central Building, Portland 5, Oregon. The usual school discount applies.

Better letters. Two helpful booklets on business-letter writing have been written by John P. Riebel. "Six Steps for More Successful Job Application" is a detailed, illustrated booklet published by Blake-Culbertson Publishers, San Luis Obispo, California. The price is \$1. The other booklet, "How You Can Write Better Letters," is published by The Economics Press, Inc., P. O. Box 425, Montclair, New Jersey. Quantity prices: 10 to 99 copies, 20 cents each. Mr. Riebel is also the author of *Successful Business Letters*, a book published by Prentice-Hall, Inc., New York City.

Visual-aids magazine. Teachers interested in audio-visual materials and devices should read *Teaching Tools*, a magazine that will keep them abreast of the latest techniques. A monthly contest is held for those who wish to write about their own ideas; the winner is paid \$50 for his article. The magazine is published four times during the school year. A one-year subscription is \$2; two years, \$3.50. James D. Finn, University of Southern California, Los Angeles, is the editorial chairman. In addition to articles, there are special departments that cover teaching materials.

NOTE: The correct address of The Smead Manufacturing Company is 309-311 Second Street, Hastings, Minnesota. (Page 41, June, 1957)

UNIFORM EXAMINATIONS

(Continued from page 30)

off—a set for each class, one for the overflow room, and another for the conflict room. In addition, a pre-determined quantity might be prepared for emergency purposes or for review use during the following semester.

Papers can be removed from the machine one set at a time and criss-crossed on the work table, or they can be separated by markers deposited into the tray at fixed intervals. Thus, no counting of papers is needed.

Of course, there should be no student assisting during the mimeographing; even the most dependable are not to be in the office while the duplicating is being done.

Inserting in Envelopes

The examination sets should be arranged in envelopes or folders and stored in readiness for the examination day. Because many sets are to be handled, the recommended system is to file the papers according to chronological sequence and according to the room in which they will be used.

The envelopes may be prepared in advance of the actual mimeographing since they require an independent operation. The work is so simple that everything that is not confidential may be turned over to a capable student secretary.

As to the label on each envelope, various opinions exist. Some departments have special envelopes that lend a tone of gravity to examination papers; other departments have mimeographed labels that are affixed to the envelopes early in the term. For the most favorable impression, the special instructions that appear on the envelopes to guide proctors should be reduced to an absolute minimum.

Once the department is stabilized each term, the names of the subject classes and the teachers can be entered on the envelopes. Information may be obtained from department records and checked against teachers' programs. The envelopes are prepared according to grades. Finally, two additional envelopes are prepared for each grade: one for the conflict room, the other for a possible overflow room.

There are many arguments in

favor of creating a seating plan for the students who will report for the examination. If the school or the department favors this practice, the time to insert the seating plan is when the envelope is being prepared. Postponing this detail may interfere later on with other phases of the preparation. Of course, these insertions can be delegated to student assistants early in the term; they cannot be turned over to students once question papers are in the envelopes.

Once the examination schedule is released, the details of date, time, room number, and proctor may be entered. The matter of "materials required" can be filled in as soon as the examination stencils have been completed; there can be no changes on this detail after that.

Any supervisor will testify that these routines consume time. Careful planning, however, will delegate this work to student assistants, who usually welcome the experience. If this system is followed, sets of the examination can be placed into the proper envelopes on the very day the papers are duplicated.

The required materials can also be placed into the envelopes, so that one small packet is in readiness for the proctor of each examination. As an added precaution, some departments make it a practice to have one exceptionally clear question sheet, with a red-pencil notation, "Master Copy," placed in each packet.

If, despite all vigilance, an error has slipped by, a notation to this effect might be entered on the envelope and called to the proctor's attention when he claims the examination papers.

One final thought when conducting the uniform examinations: Any effective program of evaluating student learning may become so bogged down in administrative details that it renders the system ineffective. The routines outlined in this article are to be considered only insofar as they help us achieve our objectives. No statement should be taken to mean that there is only one way to do a thing; in the last analysis, the *modus operandi* will depend on the conditions with which and in which one must operate. Routines should be adapted to the needs of the examinations; examinations should not be chained to the demands of routines.

(Continued next month)

Just between us

H. G.



HELEN M. GREEN MICHIGAN STATE COLLEGE, EAST LANSING

Dais for drama. For unadulterated drama, give me a classroom. A classroom, most simply defined, is a place where anything can and does happen. I discovered the truth of this definition way back in my early teaching days when one Charles Zobriski's white mouse became *mice*—right in his fifth-grade pocket, sometime between afternoon recess and dismissal time. I still don't know who was the most surprised—Charles, the little girl directly across the aisle, the mouse, or me. (This happened before the facts-of-life-in-every-classroom era.) A few weeks later I was further convinced of the above definition when, from the selfsame pocket of the selfsame Charles, a "harmless" little garter snake reared its slimy head and transfixed both the little girl and me with its beady eyes. At the end of one second of frozen silence, the girl probably outjumped me by a couple of feet (being younger and more agile), but my scream out classed hers both in power and pitch.

Now, somebody with a nerveless constitution and a leaning towards the sciences (preferably biology) might have been able to cope with a changing menagerie in a classroom, but I decided it was time to seek serener pedagogical pastures. And this leads me to ask the same question of you. Are you teaching at your proper grade level? Not many of us are equipped to teach at all levels, and sometimes we get pegged at the wrong one. Stop and take stock of yourself. If you think you belong in teaching but feel like a square peg in a round hole, it could be that you are at the wrong level. Ask yourself these two questions: "How old are the students I most enjoy working with?" "At what ages would students probably enjoy *me* most?" Don't overlook the second question.

A disgruntled teacher may have other sources of trouble, however. She may have too heavy a teaching load. She may be wrapped up in personal problems. She may be too conscientious, the type who never in her life has kindled a fire with a bunch of papers *before* she graded them. She may have a so-and-so for an administrator—there are some now and then. She may need a physical check-up. Or, perhaps her feet *just plain hurt!*

My father used to say about a cross-looking woman, "She'd be right pretty, except she looks like her feet hurt." A lot of teachers look that way. Does the diagnosis fit you? Yes? Then try paying so much for your shoes that it makes you cringe. Wear last year's coat, if necessary, but don't economize on your feet. Much of your teaching zeal and effectiveness depends on them. Anything you spend to keep them from getting more tired than the rest of you should be chalked up to professional investment. My sister used to say, "If a teacher could just cut her feet off at the ankles for the first six weeks each fall, she wouldn't really get too tired." She never did explain why she limited the time to the first six weeks. I suppose that at the end of that time your feet should be either numb or used to their burden.

Undeveloped resources. "Children are something special. They are undeveloped resources, if you don't mind the fancy term. They belong to everybody, including the childless taxpayers. The responsibility for developing them is everybody's, and the benefits of the development go to everybody. Somewhere in school today there may be a child who will discover a cure for cancer, another who may become our greatest president."

I came across this in *Changing Times*, July, 1953. Herbert L. Brown has posed a challenge to you. Think of those first four words every time you walk into a classroom; you'll be the kind of teacher your students need.

I wonder what Charles Zobriski is doing now?

TYPING TEACHERS often ask me "Doesn't a departmental lesson plan stifle individual initiative?" My experience indicates that the answer is, "No, it does not."

Our department believes that several minds are better than one. We use a standardized typing plan worked out by our department head; but whenever a member of our staff develops a new teaching method (for tabulation, letter placement, etc.), which seems to be better than the one we are using, we try it on an experimental basis. If, after a thorough trial, this method seems better, we adopt it and use it the next semester.

Our plans cover, in minute detail, just *what* we are going to teach and exactly *how* we are going to teach it—step by step. For instance, approximately 70 per cent of our Typing I students take Typing II; but scheduling difficulties often make it impossible for students to continue with the same teacher they had in the preceding course. Because different methods of presentation by different teachers can be confusing to students, we believe that teaching techniques should be as uniform as possible.

Have you ever had a number of students in Typing II class who had

had no work in letter problems, or some other type of drill, in Typing I? If so, what did you do? Teach the lesson to the entire class? Or perhaps you taught the students in two separate groups. Either way, part of your class suffered, was perhaps even bored. Our plans eliminate this problem. If any teacher omits a phase of beginning typing, then it is omitted by all teachers and included in Typing II if needed.

In Seattle we use special drill sheets that include all the materials listed in the Seattle public schools' recommended courses. Of course, departmental lesson plans can be used just as easily with a textbook. The important thing is the uniformity of presentation.

In order to keep our lesson plans up-to-date, to discuss new methods, and to change techniques, we hold brief departmental meetings. Usually they are held at the end of the week so that we will meet soon after any teacher has presented new material to his classes. Thus, any changes can be made while they are fresh in mind.

These departmental plans have also proven valuable to nonregulars of the department. Have you ever had a math teacher or an English teacher added to your department to teach those extra typing classes? How would *you* like to teach Algebra I? Frightened at the prospect? Well, that's how an ex-math teacher feels about typing. Substitute teachers who fill in at Garfield High, however, have found our departmental plans very helpful, both as a personal review of how to teach various phases of typing and also as a guide of what to do each day. And, of course, these substitutes can step in and continue the established pattern of instruction without the department losing a day.

In class our plan works like this. Each student is given a mimeographed sheet of green paper. We use the color for identification. Mimeographed on these sheets is a space for the student's name, seat number, class period, and home room teacher. Below this information, and extending down the entire length of the paper, are columns that have various headings. These headings may vary according to the teacher's preference.

Three of the headings are for timed writings of one, three, and

JACK M. LATTIN

five minutes. Under each heading is a space for recording speed, errors, and a letter grade of A, B, C, D, or E. Another column is headed "production work" (i.e. letters, outlines, tabulation drills, etc.). These also have spaces for recording the time, speed, errors, and the grade that is earned.

Additional column headings may include space for extra work, warm-up work, proofreading, dictation, composition, or other items that the instructor wishes to emphasize. Blank areas may be added for more timed writings. Of course, space should be provided also for teacher comments.

Down the side of the sheet are headings for each day of the week; one sheet should hold about a month's work. Each day the student records his accomplishments on the sheet. To find his score, he consults a grading scale that illustrates the speed and accuracy requirements for his level. These scales are coordinated with the lesson plans and are stapled to his green recording sheet.

Each day student helpers hand the green sheets to the first person in each row. The sheets are passed back, and each student takes his own. At the end of the period, he passes forward his marked sheet together with the copy for the teacher. All papers are then collected and put into a folder, ready for examination. If the student has scored his paper incorrectly, the timed writing is returned to him the next day in order that he may see his error. If a student does not receive his copy, he knows that it is correct and may be on the bulletin board. Many of the good papers are put on display.

It does not seem necessary for the instructor to grade the papers each day, except during the first weeks of the semester. Later, he may examine them less frequently; on days when he does not, they may be checked by a student assistant.

Does all this sound like a lot of work? Well, it is—in the beginning. But later on, you need only to make small adjustments. Of course, nothing works perfectly for everyone; nor does any one method fit all schools. But we believe that this program works well in our department in our school. It may in yours, too.

We Like *departmental* Lesson Plans

Avoid the confusion
that students feel
when the methods
of the Typing II teacher
differ from those
of the Typing I teacher

TODAY'S SECRETARY

dictation transcript

the TEST

RAYMOND DREYFACK

THE DINING PART of the weekly luncheon meeting was just about over. Alan Blake, Walker Corporation's¹ executive vice-president, drained the last of his coffee; Charlotte Klein, director of marketing and research, dabbed² her lips daintily with a napkin. Finally, as was the custom, all 14 pairs of eyes at the table turned³ to Jonas Walker, white-haired president and founder of the firm. The business part of the meeting was about to⁴ begin.

Ella Sloane, Mr. Walker's private secretary, sat in her place at the table. Pencil poised, she was⁵ ready to take notes, a responsibility she had had for many years.

The president's smile, touched to-day with⁶ a hint of sadness, encompassed the entire room as he spoke. "I'm sure this week's meeting will include the customary⁷ problems of packaging, accounting, personnel, and so on. But before we get into those, I'd like to discuss⁸ a problem of a more personal nature. One which, indirectly at least, will affect us all."

Those present⁹ exchanged puzzled glances, followed by barely perceptible shrugs. Mr. Walker paused for a sip of water before¹⁰ continuing. When he did make his statement, it was blunt and to the point.

"Ella Sloane has decided to leave¹¹ us."

A murmur swept through the room, and all faces turned to the slim, gray-haired woman seated beside the president.¹² A little self-consciously, Ella gazed down at her notebook.

Mr. Walker smiled fondly at his secretary.¹³ "Ella has been with Walker's for more years than either of us would care to admit. Now her children are grown up and¹⁴ independent. Her husband is retiring, and they've decided to spend the next few years traveling and enjoying¹⁵ one another's company. An excellent idea, and I'm glad we were able in some small way to make¹⁶ it possible." Again his gaze swept the room. "Nevertheless, it does leave us with a pressing problem. Who will replace¹⁷ Ella Sloane?"

"Marie White." Advertising Director Warren Graham's reply was prompt. "Miss White has been with the¹⁸ firm three years. She is bright, willing, tactful, and a hard worker. Frankly, I can think of no girl who deserves it more."¹⁹

"Unless it be Helen Castro." Alan Blake, Walker's executive vice-president, sounded equally convinced²⁰ of his choice.

Mr. Graham laughed good-naturedly. "Sorry, Alan, I overlooked Miss Castro. I have to admit²¹ she'd run a close second to Miss White."

"Or vice-versa," Blake replied, his eyes twinkling. "Helen Castro has been here²² longer than Miss White. She has a sound knowledge of our operation, and when it comes to tact . . ." His tone implied that²³ the sentence did not need to be completed.

Mr. Walker, his face thoughtful, made a steeple of his hands. "Any²⁴ further nominations?"

There was no reply. Mr. Walker turned to Ella. "What do you think, Ella? Miss Castro²⁵ or Miss White?"

Ella hesitated. "They're both good, capable girls. I'd hate to choose between them."

"Very well." Mr.²⁶ Walker turned to the personnel director. "Norman, suppose you send me the files for both girls first thing in the morning.²⁷ I'll take it from there."

Next morning at nine-thirty, the buzzer sounded on Ella's desk. Taking pencil and pad²⁸ in hand, she went into Mr. Walker's office. The president was standing by the window, seemingly absorbed²⁹ in the traffic on the street below. He turned as Ella crossed the room.

Noticing her pencil and pad, he made a³⁰ motion with his hand. "You won't need those, Ella. Sit down, please."

Ella waited as Mr. Walker walked to his desk and³¹ seated himself opposite her. She watched him pick up two folders from his desk, eye them thoughtfully, then lay them down³² again. The folders contained the personnel files on Helen Castro and Marie White.

"Ella, I don't have to tell³³ you how important this decision is to me. But I can't choose between these girls; their qualifications are equal."³⁴

Ella smiled her agreement.

The president frowned. "It isn't right to toss a coin to decide a thing like this.³⁵ Come to my aid. Which one shall it be?"

"Since I don't know either girl too well, I'd have to toss a coin, too. But I have³⁶ an idea, if you're interested," Ella answered.

"At this point, I'm interested in anything.³⁷ particularly in one of *your* ideas."

"Thank you." Ella smiled faintly. "The idea is this: If I take tomorrow³⁸ off, that would give you an excuse to call on Miss White to fill in for me in the morning and have Miss Castro³⁹ come in for the afternoon. Then, all you'd have to do would be to select the one you liked best."

"Hmmm." Mr. Walker⁴⁰ rubbed his chin. "You haven't missed a day in over two years—I'd be lost without you. Besides, how do I know the scheme⁴¹ will work?"

"Oh, it will." There was a kind of mysterious wisdom in Ella's words.

Next day, Ella stayed home. Shortly⁴² before five, she phoned Mr. Walker at the office. Her boss sounded more exasperated than ever.

"Ella,⁴³ your fine scheme backfired. I can't choose between them."

Ella was unperturbed. "Have faith," she said. "Tomorrow, the decision⁴⁴ will come easily. Good night, Mr. Walker."

The next morning, Ella called her boss again. She was terribly sorry,⁴⁵ she said, but she had twisted her ankle and would have to stay out another day.

"Never mind that," Mr. Walker⁴⁶ said. "You take care of yourself. Stay out for a week if you have to."

But the following day Ella reported⁴⁷ to work as usual, bright and early. Mr. Walker, glimpsing her from his desk, came over quickly and offered⁴⁸ his arm.

"Now take it easy," he said. "The worst thing for a twisted ankle is an added strain. Here, let me help you."⁴⁹

Ella smiled. "Thank you, but that won't be necessary. Actually, it was the truth, not my ankle, that I twisted⁵⁰ yesterday."

Mr. Walker frowned, puzzled.

"It's very simple," Ella explained. "Yesterday was Thursday. You had⁵¹ two meetings to attend and several important letters to write. Yesterday, of all days, you needed a⁵² secretary. Whom did you call for: Miss Castro, or Miss White?"

"Miss White. But—" He broke off abruptly.

"You see," Ella said.⁵³ "The scheme had to work. You couldn't consciously choose between them, because they're both fine secretaries. Instinctively,⁵⁴ when you had to make a choice, it came naturally."

Mr. Walker's face broadened into a grin. "Of course it did!⁵⁵ Without even knowing it, I preferred Miss White. You know, I . . ." He cleared his throat, a trifle shyly, a bit embarrassed.⁵⁶ ". . . I have every confidence Miss White will turn into a wonderful secretary. But," his voice was almost⁵⁷ fervent now, "she'll never be another Ella Sloane!" (1150)

OGA MEMBERSHIP TEST

How To Hurry

The way to hurry is not to hurry at all. That may sound strange, but it is nevertheless true.

Why? Well, in the¹ first place, time is not gained when one rushes and makes too many mistakes! If we become "rattled," we begin to fumble.² If you are typing and strike the wrong key, you must stop to erase. Correcting one little mistake takes the time³ required to write ten words! If you are making carbon copies and must erase the error on each one, more time will⁴ be wasted.

Calm your nerves when a rush job comes in. Take a few minutes to study its requirements. Be certain that⁵ you understand the instructions. Above all else, do not worry. (111)

JUNIOR OGA TEST

Give Up?

A small boy in a rural school was having difficulty remembering when Columbus had found this country.¹

"Now listen, Johnny," said the teacher, "try to remember this little poem: In the year of 1492,² Columbus sailed the ocean blue. Can you remember that?"

"Yes," said Johnny.

The next day the teacher asked hope-fully:³ "Johnny, do you now remember in what year Columbus found this country?"

"Yes," said Johnny. "In the year of 1493, Columbus sailed the deep blue sea." (91)

FLASH READING*

the indispensable skill

MARGARET OTTLEY

THE OTHER DAY I came across a story that I found most surprising. Two men had been court reporters for many¹ years and, according to the biographical data, each of them had been graduated from law school and² had passed their bar exams before they went into court reporting. In fact, one had practiced law a few years before³ beginning his reporting career.

Naturally I thought about these twin careers and was interested in⁴ why they had both taken the same path. I reached the decision that, though this took place before you were born—in fact while⁵ I was still very young—it could not have been because of an oversupply of lawyers. That might have been true in⁶ the section of the country they came from. Neither of them may have had the physical qualifications — appearance,⁷ bearing, speech, manner of delivery—necessary to a prosperous law practice. I remember that⁸ when I was young a good doctor always wore a beard!

Of course, the training they had received in their law studies was⁹ very helpful to them in their reporting careers. And, on the other hand, the knowledge of procedures, preparation¹⁰ of a case, as well as other courtroom intricacies would be old stuff to the reporter who decided¹¹ to enter the field of law.

A friend of mine—let's call her Mary—has had an interesting and varied career¹² because she studied shorthand. She wanted to go to college to prepare for teaching, but the family's¹³ pocketbook was a wee bit small. Mary decided, therefore, to prepare for a business career. After a few years¹⁴ in stenographic and secretarial posts, she had a sufficient cash reserve to register at a leading¹⁵ university. To keep her bank account replenished, Mary applied for and received an appointment as¹⁶ secretary to a school official at the same time.

Mary then taught business courses in high school while she broadened¹⁷ her academic background through night courses. When World War II came along, Mary was anxious to do her part¹⁸ and went into business in a secretarial capacity with a defense factory. She kept going¹⁹ to night

courses, because she had decided she wanted to teach academic courses on the college level.²⁰ Once, during her college teaching career, she was able to save the day during a staff shortage by taking over²¹ some business teaching.

So you see, shorthand is a skill that will always be useful. (435)

*Vocabulary limited to Chapters One through four of *College Shorthand Symbols*.

the SAGA of ELMER

BETTE DILLON

MY NAME? Elmer Paper Clip. My address? United States Business. My occupation? I really couldn't say.¹ I used to think it was holding important-looking papers together; and, occasionally, I am still given² that kind of assignment. But lately, more and more of my time has been taken up with other duties, such as³ cleaning out typewriter keys and fixing jammed staplers.

The life of a paper clip, I can tell you, is no bed of roses. Modern methods and machinery—contrary to public thought—have decreased a paper clip's life expectancy!⁴ And this modern business world has mentally affected our employers—the men and women of American⁵ business. They used to treat us with a little respect. But now their nerves are in such a sad state that they make⁶ a habit of bending us this way and that—into all kinds of shapes. Sometimes they even go as far as to tear⁷ us apart limb from limb! Really, the number of my relatives and friends who have been maimed for life for just doing⁸ their duty would make last year's traffic fatalities look sick.

And disease! We can't escape. There are certain of⁹ our employers whose mental apparatus has deteriorated to such an extent that they think

nothing¹¹ of putting us into their mouths and chewing us! Because we are made of metal, we have a natural armor¹² protection that keeps us from being gnashed to death. But we just can't escape those little germs!

Why, just last week, I caught¹³ a touch of "Rubberitis" from an unhealthy rubber band. My employer had already stuffed it into his¹⁴ mouth before he flipped me in. And my sister Prunella actually died from "Woodo-

pia"—she caught it in¹⁵ her employer's mouth after one of his pencil-chewing sessions. There my boss goes again. He's lifting me to his¹⁶ mouth. Help! I'm going to be kill-glop, clank, clump, chump. (329)

PROBLEM CLINIC

(Continued from page 42)

7. If you have Typing I and II in the sophomore and junior year, you can take three or four girls from the senior class (who can type and are willing to give up a study period)—call the group Type III—give them a point or whatever, and assign all the extra typing to these girls.

This seven-point plan should be mimeographed, signed by the principal, and a copy of it given to every member of the faculty. Simply ignore the unpleasant comments from any teacher.

MARGARET BOORNAZIAN

Acton-Boxborough Regional High
West Acton, Massachusetts

Dear Anonymous:

I would be more concerned about making my Typing II class a functional class—one to meet the typing needs of each day—rather than one that stresses speed. As long as so few of your graduates go into office work, speed should not be the aim of your class. A certain amount of speed just naturally builds up in the day-by-day use of the typewriter.

It is evident that many of your Typing I students are not taking Typing II. Therefore, I would teach the units that you feel you are omitting in Typing II to the first-year students. This will leave your second-year students free to do the outside typing projects that I feel are of more value to them than building up speed.

I have the following suggestions:
(a) Since you are the sponsor for the school paper, responsible for the printing of it, and do not have too many typists available for this type of work, I would suggest that you reduce the size of your paper to three sheets (six pages). Be sure that only up-to-date articles are published—not something that happened two or three weeks ago. The elementary-grade news can be limited to honor rolls, perfect attendance, outstanding accomplishments of individuals, or unusual projects.

(b) School supplies should not be used for organizations not directly connected with the school, even though these organizations pay for the supplies that are used. I have purchased stencils and mimeograph

paper to be used for this purpose. When I am contacted to make yearbooks or programs, I tell them that I have the supplies which they can purchase; otherwise, they can purchase the supplies elsewhere and bring them to me.

I contacted a typing service near my community and got their prices for cutting stencils and running them off. For nearly all these programs and yearbooks, I do the work myself, on my own time, and charge accordingly. If the job is such that my Typing II class can do it, no charge is made for the labor, and they pay me for the supplies used. When contacted, I tell them who will do the work and how much the cost will be. (c) I am somewhat amazed at the lack of co-operation on the part of your colleagues in the use of your department services. Get in contact with all teachers and ask if they desire a "private secretary" from your Typing II class—a student who will be assigned to them to type their papers and reports. If they so desire, assign a student to each teacher. Thus, only the best typists are used for this project.

I did this last year and found the plan to work very well—so well, in fact, that this year teachers have asked for "secretaries." The teachers were not only co-operative but grateful for this service. Thus, I did not have to set up rules and regulations to be followed. But in your case, I would set up a list of rules, send a copy to each teacher, and ask her co-operation. I would ask that all drafts be carefully prepared and sent to me to be given to the "secretary," who will type them under my supervision during regular class periods.

I like this plan very much, since some of the teachers are having my students compose letters as well as type them. Either the teacher or I go over the student-composed letter before it is typed.

MERIAL M. TAYLOR

Michigan Center High School
Michigan Center, Michigan

Dear Anonymous:

First, aren't you being too disturbed by this situation? I, too, have taught in a school with a similar situation, and I realize that every teacher dislikes having her planned routine disturbed. But, isn't it the objective of

business education to train the students to live a useful life in their community?

Now as to typing the school paper, why not have your advanced class devote one day a week to it? At first it is a learning project; later it could become an extra-curricular activity project for one of the students. How about doing it after school, or during a study hall period and letting the typist earn activity points?

Another idea that might work for you is to have a secretarial staff. Select your top students and make these girls responsible for the typing of the paper. Give these girls activity points for their work. It has worked for us. Make it an honor to be on this staff. The students take pride in their work, and it is good training in assuming responsibility.

In typing for organizations, etc., did you ever try to set this up as an office situation? Have one girl in charge of the office each period of the day. This could be during her study period. Let her take the material, work on it, and be responsible for it. A regular form could be used to show the amount of work each girl does. The form should contain such information as kind of job, when due, number of copies wanted, who did the work, etc. You should check the finished work and the form before it leaves the office. Keep your forms on file, and if you think your students are being exploited, show the forms to your principal. Together you two should be able to come to an agreement as to how much work should be done during the year.

As to work for other faculty members, have this kind of work go through the hands of your principal. You'll be surprised how many faculty members can find time to do their own work, and how fast your copy will improve.

To me, a business teacher has an excellent opportunity to establish rapport between the community and the school. A good rapport between your community and your department is your best form of advertising. Utilize every angle and every opportunity. Don't feel sorry for yourself. Take the situation and work it to your advantage and to the advantage of your students.

JANE EALY

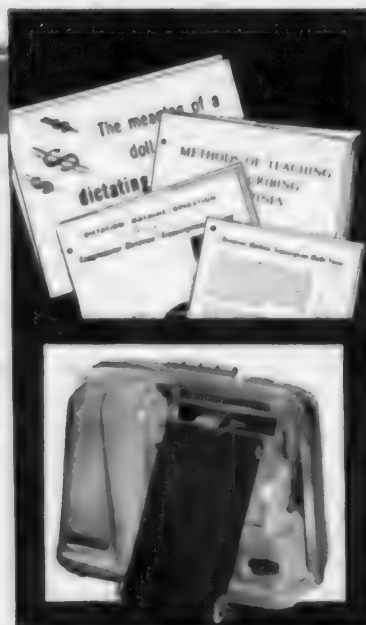
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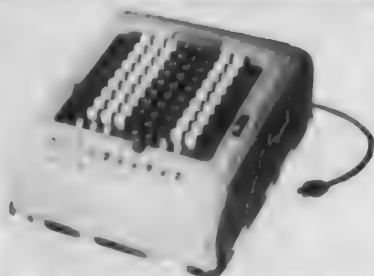
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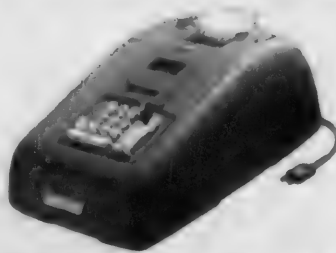
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NEWS SPOTLIGHT

NYU President Cites Shortage of Qualified Students

... in teaching, nursing, and the sciences as a warning against complacency in current educational thinking. This problem, said Carroll V. Newsom in his annual report to the NYU board of trustees, has been obscured by the publicity given to the potential enrollment pressures of the 1960's. Secondary schools, he said, must give more attention to college preparation. He suggested that one- and two-year programs be created beyond the high school to develop special skills and to screen out students unqualified for further studies. "The university of the future will move strongly toward academic programs stressing more basic studies." Higher education, he said, is approaching the status of mass education, and the colleges must ready themselves to serve the diverse needs of students on a mass basis.

Delta Pi Epsilon To Evaluate Films

... and filmstrips on business subjects. The evaluation will be made by business teachers throughout the country at clinics sponsored by Delta Pi Epsilon members. The findings will be combined in an annual release that will be available to business teachers generally. Chairman of the National Film Evaluation Project is Frank W. Lanham, of the University of Michigan, Ann Arbor.

The purpose of the program is to: (1) provide business teachers with a written evaluation of films and film strips used by business classes; (2) help teachers to use visual materials more effectively; (3) provide business teachers with the opportunity to participate in the evaluation of visual materials used in business classes; (4) develop further the criteria and methodology used for evaluating business films and film strips; and (5) provide one organized listing of films and film strips that might otherwise be overlooked by business teachers.

Left-Handedness Is Increasing in U.S.

... according to Eric A. Enstrom, whose eight-year study won him 1957 award of Handwriting Foundation. Eleven per cent of our school children are left-handed today, he said, compared to the 4 to 8 per cent previously estimated. He declared the increase was the result of a growing tendency to allow left-handedness to develop naturally. Attempts to force a change, he said, can cause serious psychological disturbances in persons whose hand preference is inborn as the result of "twinning"—mirroring of an unborn right-handed twin.

PEOPLE

• Robert Paul Steinbaugh has received his Ph.D. degree from Ohio State University, Columbus. Under Charles B. Hicks, he developed his thesis, "An Analysis of the Work of the First-Line Office Supervisor."

Doctor Steinbaugh is currently an assistant professor of business at Indiana State College, Terre Haute. He formerly taught at Miami University, Oxford, Ohio.

• Thomas L. Foster has received his Ed.D. degree from the University of Nebraska, Lincoln. His dissertation, "An Analysis of the Preparation and Certification of Secondary School Business Teachers," was written under the direction of F. Wayne House.

Now assistant professor of business education at Long Beach (California)



THOMAS L. FOSTER
... Lincoln to Long Beach

State College. Doctor Foster taught at Panhandle A. & M. College, Goodwell, Oklahoma, for four years. He is a member of NBTA, UBEA, Mountain-Plains BEA, Nebraska BEA, and Delta Pi Epsilon.

• John R. Cox recently received his Ph.D. degree from Stanford (California) University. His thesis, "The Cooperative Marketing of Almonds," analyzed the marketing policies of the California Almond Growers Ex-

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change. It was written under the direction of David A. Faville. Doctor Cox is currently chairman of the department of business administration at Sacramento State College.

GROUPS

• The Southern BEA has announced the full schedule for its 1957 convention. The three-day meeting will be held November 28 to 30 at The Brown Hotel, Louisville, Kentucky.

SBEA president, Harry Huffman, Virginia Polytechnic Institute, Blacksburg, will preside over the general activities of the program. The usual divisional and discussion group meetings will be held during the last two days of the convention.

Included in the activities will be the Southern Regional meeting of the UBEA Representative Assembly, under Dorothy L. Travis, UBEA president. A special Delta Pi Epsilon luncheon will be held November 29, sponsored by the Nu chapter, University of Kentucky. The featured speaker will be Frank G. Dickey, president of the University.

Events will begin on Wednesday evening, November 27, with a meeting of the SBEA executive board. Registration begins at 8:00 a.m., November 28. The remainder of the schedule is as follows:

THURSDAY, NOVEMBER 28

8:00 a.m.—UBEA Club Breakfast

9:45 a.m.—UBEA Representative Assembly, Southern Regional meeting, presiding, Dorothy L. Travis, president, of University of North Dakota, Grand Forks.

10:30 a.m.—Tour of Exhibits.

4:30-5:30 p.m.—Official Reception.

7:00 p.m.—Fellowship Dinner: presiding, Harry Huffman, president, of Virginia Polytechnic Institute, Blacksburg; toastmaster, Theodore Woodward, first vice-president, of George Peabody College for Teachers, Nashville, Tennessee; invocation, Vernon A. Musselman, University of Kentucky, Lexington; welcome, Ethel Plock, local chairman, of Ahrens Trade High School, Louisville; keynote speaker, Charles B. McFee, Automotive Trade Association of Virginia; address, "The Many Hats in Human Relations."

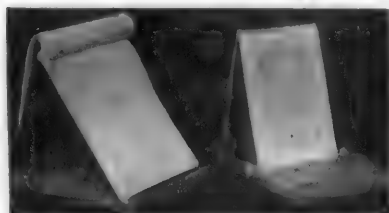
FRIDAY, NOVEMBER 29

7:45 a.m.—FBLA Breakfast.

9:00-10:30 a.m.—First General Session: presiding, Harry Huffman; re-

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sponse, Maxie Lee Work, University (Mississippi) High School; speaker, Robert E. Slaughter, Gregg Publishing Division, McGraw-Hill Book Company, New York; subject, "New Developments in Science and Business Education—a Look into the Future."

10:45 a.m. - 12:15 p.m. - Divisional Meetings.

Secondary Schools: executive board liaison officer, Lucille Branscomb, chairman, Margaret Holliday, Conway (South Carolina) High School; asst. chairman, Mary Ellen Smith; secretary, William Warren; speaker, James Dollard, IBM, New York City; subject, "Automation and Electronic Computers in Modern Business and Their Significance for Educators."

Private Business Schools: liaison officer, Mildred Brading; chairman, W. D. Hatchford, Jr., Evans College of Commerce, Concord, North Carolina; asst. chairman, Milo Kirkpatrick, Jr.; secretary, Mrs. R. A. Evans; speaker, R. D. Cooper, South-Western Publishing Company, Cincinnati; subject, "What Business Expects of a Beginning Office Worker."

12:30-2:15 p.m. Delta Pi Epsilon Luncheon: presiding, Vernon A. Muselman; speaker, Frank G. Dickey; subject, "The Proud Profession."

2:30-3:45 p.m.—Sectional Meetings.

Basic Business: liaison officer, Ross C. Anderson; chairman, James W. Loyd, University of Florida, Gainesville; asst. chairman, Dorisse Garrison; secretary, Eva Russell; moderator, Russell N. Cansler; panel, Sue Waddell, Martha Hill, O. R. Sutton, and Paul Muse; subject, "Teaching Basic Business in an Atomic Age."

Clerical Practice: liaison officer, Polly Sepulvado; chairman, Sara Anderson, Madison College, Harrisonburg, Virginia; asst. chairman, William Bonner; secretary, Carrol Waggoner; speaker, Peter L. Agnew, New York University; panel, Robert Chapman, Frank Busch, Mary Margaret Brady, and Wayne House; subject, "Future Developments in Clerical Practice."

Administration and Supervision: liaison officer, Maxie Lee Work; chairman, Ernestine Melton, Adult Vocational School, Columbus, Georgia; asst. chairman, Mabel Baldwin; secretary, Frances Wood; moderator, D. D. Lessenberry; panel, J. Frank Dame, Ruby Baxter, Paul M. Boynton, Sister M. Alexius, O.P., and Mary Alice Wittenberg; subject, "Problems Arising from the Jet and Atomic Age."

Private Business Schools: chairman, W. D. Hatchford, Jr., Evans College of Commerce, Concord, North Carolina; asst. chairman, Milo Kirkpatrick,

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rick, Jr.; secretary, Mrs. R. A. Evans; moderator, W. D. Hatchford, Jr.; panel, M. O. Kirkpatrick, Charles E. Palmer, and B. W. Dauch; subject, "Progress—The Future of the Business School."

1:50-3:30 p.m.—Sectional Meetings

Bookkeeping and Accounting: liaison officer, Vance T. Littlejohn; chairman, A. G. McIlvaine, Eastern Kentucky State College, Richmond; asst. chairman, R. Norval Garrett; secretary, Elza Ann Davis; speaker, R. R. Richards; moderator, Max R. Carrington; panel, James L. Overton, John C. Gibson, Margaret Sherrill, Margaret Crumley, and Rosalea Miller; subject, "How We Teach Accounting."

Secretarial Practice: liaison officer, Nora Goad; chairman, Don Reese, University of Tennessee, Knoxville; asst. chairman, Bonnie Nichols; secretary, Edith Mulkey; speaker, Charles E. Zoubek; moderator, Don Reese; panel, Alberta Anderson, Betty Booth, Lucy Robinson, and Dorothy Travis; subject, "The Methodology of Shorthand."

7:00-9:30 p.m.—Annual Banquet: presiding, Harry Hoffman; speaker, Col. Ray Mertes, Civil Air Patrol of the United States Air Force; director, School and College Service, United Air Lines, Chicago; subject, "Horizons Unlimited."

SATURDAY, NOVEMBER 30

9:00-10:30 a.m.—Discussion Groups: co-ordinator, Z. S. Dickerson, second vice-president, SBEA, of Florence (Alabama) State Teachers College

Group I, Meeting Standards of Business in Business Teaching: liaison officer, Maria Culp; chairman, Arthur L. Walker, State Department of Education, Richmond, Virginia; consultant, Milo Kirkpatrick, Sr.; panel, Wilson Ashby, R. Herman Wright, Ray J. West, Nellie Ward, and Sister M. Therese.

Group II, Guidance in Business Education to Meet Today's Problems: liaison officer, Sara Anderson; chairman, A. J. Lawrence, University of Mississippi; consultant, Elvin S. Eyster; panel, Berenice Lovan, Carl P. Savage, Ruth Lee, Nora Goad, and Ruth Carter.

Group III, The Philosophy and Objectives of Business Education: liaison officer, John T. Goen, Jr.; chairman, John H. Moorman, University of Florida, Gainesville; consultant, Peter L. Agnew; panel, Maudie Cook, Herman G. Enterline, Gladys Peck, William Price, and William Warren.

Group IV, The Challenge of the Jet-Atomic Age to Business Teacher

Education: liaison officer, Ross C. Anderson; chairman, Howard Norton, Louisiana State University, Baton Rouge; consultant, J. Frank Dame; panel, Erna Sanders, Ruth Bruner, Richard Clanton, W. Harmon Wilson, Russell Johnston, and Jeffrey R. Stewart.

Group V, Using Communications in Today's World: liaison officer, Vance Littlejohn; chairman, Alton B. Parker Liles, Georgia State College of Business Administration, Atlanta; moderator, Vernal H. Carmichael; panel, Hulda Erath, Zenobia Tye, Ellen Moore, Robert L. Howard, and Marguerite Griffin.

10:45 a.m.-12:00 noon—General Session: presiding, Harry Hoffman; speaker, Mervin K. Strickler, Jr., director of aviation education, Civil Air Patrol, U.S.A.F.; subject, "New and Powerful Influences on Business Education"; moderator, L. Millard Collins; panel, W. C. Flewellen, Mervin K. Strickler, Robert Kane, and Mrs. Walter Beech.

Presentation of new officers, state representatives, and divisional and sectional officers.

Other activities that will take place during the convention include: Kentucky Open House (November 28, 9:15-10:15 p.m.), Teachers College, Columbia University, Midnight Supper (November 29, 12:00 midnight), and a group of special breakfasts sponsored by George Peabody College for Teachers, Indiana University, New York University, University of Mississippi, and University of Tennessee (November 30, 7:45-8:45 a.m.).

Complimentary U. S. Air Force orientation flights will be available to all who attend the convention. Reservations for the one-hour flights should be made with Lucille Branscomb, Business Education Department, State Teachers College, Jacksonville, Alabama; write before November 10.

- The New England Business Educators' Association will hold its fifty-fifth annual convention at Manchester (Connecticut) High School on November 23. Section meetings will be held in Bookkeeping, Social Business, and Office Methods and Practices. The committee in charge of arrangements is headed by LeRoy Brendel, West Hempstead (New York) High School, president of the association. In charge of the respective section meetings are Mrs. Lucy D. Medeiros, William F. Clynes, and Stuart Dunbar.

- The New York BTA will meet November 1 and 2 at the Van Curler Hotel in Schenectady. Featured

speakers at the section meetings will be Vern Frisch, New Rochelle High School, and James Meehan, Hunter College, New York. Students from Albany State Teachers College will also discuss audio-visual aids and materials.

SCHOOLS

- Pi Omega Pi has announced the installation of four new chapters and the reactivation of a fifth. The new chapters are:

Delta Delta, Michigan State University, East Lansing—nineteen members were initiated as charter members by installing officer, James Blanford, national vice-president. Sponsor of the group was D. L. Carmichael, who has been succeeded since the installation by Alice M. Harrison.

Delta Epsilon, Northern Illinois State College, DeKalb—Mina Johnson, past national president was installing officer. The chapter sponsor is J. H. Nelson.

Delta Zeta, Southeast Missouri State College, Cape Girardeau—the installing officer was Ralf J. Thomas, national editor. Mabel Ellis is sponsor of the chapter.

Delta Eta, University of Detroit—Norman Kallus, national treasurer, was the installing officer. Elwood Layman, head of the department of business education and secretarial science, is the sponsor of the chapter.

The chapter to be reactivated is Iota, at Northern State Teachers College, Aberdeen, South Dakota. The installing officer was Hulda Vaaler, national organizer. The chapter sponsor is R. G. Dahl, head of the department of business.

GENERAL

- A twelve-cent airmail stamp has been issued by the government of Cuba to honor John Robert Gregg. The green stamp features a portrait of the founder of Gregg Shorthand, his name, and the dates, 1867-1948. It will have a printing of 500,000.

- A special educational film, "Section 16," has been prepared by the Westinghouse Broadcasting Company, Inc., to salute the centennial year of NEA. The 13½-minute film, narrated by Raymond Massey, traces the history of public education in this country. It will be offered to 16,000 school administrators throughout the United States.



SIX O E A SCHOLARSHIP winners are congratulated by education officials of New York City. In the front row (left to right) are: Judith Clayton, Richmond Hill H. S.; Alice A. Xenakis, Bay Ridge H. S.; Brenda Premet, New Utrecht H. S.; Anne Dooley, Bryant H. S.; Phyllis Di Donato, Central Commercial H. S.; and Linda Resnick, Monroe H. S. On hand to congratulate them are (back row, left to right): Joseph Gruber, William Jansen, Mrs. Claire Burgoyne, C. Frederick Pertsch, Maurice D. Hopkins, and Earl G. Bunce.

*through
the
camera
eye*



MURIEL CIRCOSTA tests Underwood portable she won in annual Typewriter Art Contest sponsored by Julius Nelson, Baltimore, Maryland. Miss Circosta, a student at Mary Academy, Hudson, New Hampshire, typed portrait of Abraham Lincoln.



IOTA CHAPTER, Pi Omega Pi, is reactivated at Northern State Teachers College, Aberdeen, South Dakota. Installing officer was Hulda Vaaler, national organizer (standing, left).

ARKANSAS BEA executive board meets to plan program for state convention in Little Rock from November 7 to 8. Left to right: Mrs. Geraldine Atchinson, Mrs. Ethel Hart, Ruby Croom, Mrs. Bernice Crawford, and Inez Martin. Invited speakers are H. G. Enterline and J. E. Silverthorn.



New Business Equipment

New 10-Key Adding Machine

Two "registers" enable the "Duplex" 10-key adding machine to do the work of two machines. These storage mechanisms permit the operator to add or subtract in either register for such jobs as debits and credits or



sales and returns; or in both registers simultaneously, as in payroll work. One register can be used for group totals, while the other automatically accumulates a grand total. The symbols that are printed on the tape to identify the register action have been simplified.

The new Duplex lists 11 and totals 12. Known as model 111V21, it is manufactured by the Monroe Calculating Machine Company, Inc., Orange, N. J.

Economic Deluxe Screen

A new low-priced projection screen boasts features usually found on deluxe models only. The Radiant Picturemaster screen has an automatic ("toe-tip") leg opening, molded metal handle, and a metal support bar that exposes no screen fabric when the screen is closed.

The glass-beaded screen is made in eight sizes, from 30 by 40 inches (\$18.95) to 70 by 70 inches. For further information, write to Milt Sherman, Radiant Manufacturing Corp., Post Office Box 5640, Chicago 80, Ill.

Recorders and Record Players

The "Scholastic" line of tape recorders and record players has been created by RCA for use in classrooms, auditoriums, and lecture halls. It marks the firm's entrance into the educational field.

The high-fidelity tape recorder (AVT-1) has three speakers and

push-button controls. A two-speed recorder, it features a plug-in receptacle for an external speaker and can be used as a public-address system.

The portable record player (AVR-1) has two speakers, four speeds, and a higher output power than comparable record players. It also has a floating tone-arm and rugged construction.

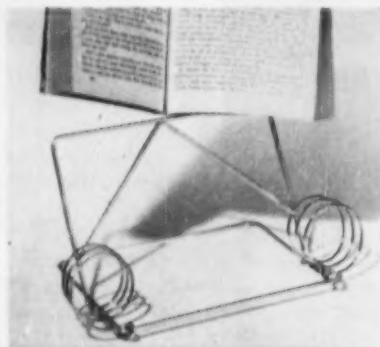
The high-fidelity record player (AVR-2) has three speakers and a range of 50 to 20,000 cycles. It features individual base and treble controls and a floating tone-arm. It has a reinforced speaker grill, reinforced corners, and a scuff-resistant covering.

Purchasers of Model AVR-2 will be able to obtain a one-third saving on single orders up to \$60 worth of RCA Victor educational records. Purchasers of Model AVR-1 may obtain a one-third saving on record purchases up to \$30. For further information, write to Theatre and Industrial Products Department, Radio Corporation of America, 30 Rockefeller Plaza, New York 20, N. Y.

Versatile Copyholder

The Han-Dee Holder can hold almost anything that resembles a book or a sheet of paper. Made of heavy gauge wire and finished in brass, it features a coil spring page holder that allows easy page turning.

The Han-Dee Holder folds into



the size of a small book. It retails at \$1. For additional information, write to The Herald Products Company, Box 145, Mount Vernon, N. Y.

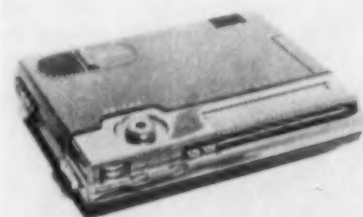
New Dictating Machine

An All-Purpose Voicewriter that does "practically everything but think" has been produced by McGraw-Edison Company. The machine can be made to handle many kinds of work by simply plugging different sets of accessories into it.

ADVERTISERS

Allied Publishers, Inc.	44
Bankers Box Company	6
Burroughs Corporation	10
Business Teaching Aids	5
Clear-View Company	45
Comptometer Corporation	42
Esterbrook Pen Company	1
Faber-Castell, A. W., Pencil Co.	9
Gregg Publishing Division	7
Hand-Glenic Specialty Co.	6
Heyer Corporation	45
National Cash Register Co.	Cover 4
Remington Rand	Cover 3
Rhodes, M. H., Inc.	45
Royal Metal Manufacturing Co.	8
Royal Typewriter Company	3
Semco Sales	44
Smith-Corona, Inc.	Cover 2

The machine will record an executive's dictation at his desk, at home, or in transit. With another attachment it will enable his secretary to transcribe his recording into finished



typing. When hooked up with a dial-telephone system, as many as 20 persons can dictate into their telephones and record by remote control. The machine also works with Edison dictating phones.

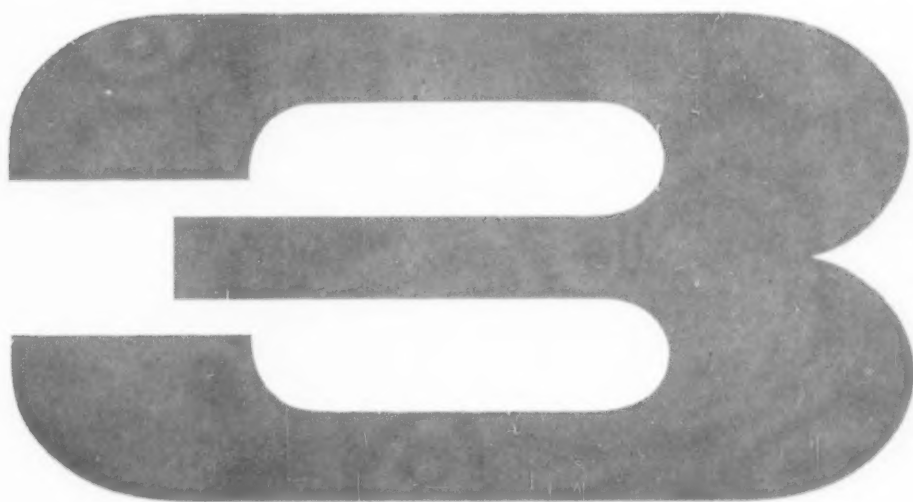
For further information, write to Voicewriter Division, Thomas A. Edison Industries, McGraw-Edison Company, 51 Lakeside Ave., West Orange, N. J.

New Products at a Glance

- Glu-Pen—a ball-point instrument that dabs a spot of glue on any surface to which it is applied. Holds papers together permanently, invisibly, without curling edges; waterproof. Price, \$1.75; refills, 75 cents. Made by Glu-Pen Corporation of Virginia, P. O. Box 502, Hampton, Va.

- Cado-Marker—a felt-tip marking pen. Chisel-shaped tip, plastic barrel. Flo-master ink adheres to most materials, removable from nonporous ones. Ink comes in eight colors. Price, 79 cents. Made by Cushman and Denison Manufacturing Company, Inc., 625 Eighth Avenue, New York City.

business needs all



... so do your students!

Educators and businessmen agree that the more versatile the typist, the more valuable the employee. In today's "Electric - Noiseless - Standard" offices, students trained on all three quickly take their place at any station with confidence and know-how. Consequently no typing course is complete without train-

ing on all three...no typing department complete without all three REMINGTON® Typewriters... ELECTRIC... NOISELESS®... STANDARD®.

Remington Rand
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Electric



The Electric Typewriter is the greatest short cut ever devised for the learning of typing.

Noiseless

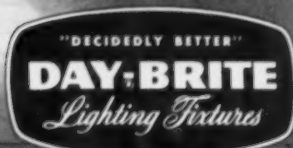


Typists with noiseless training are usually highly proficient on standard and electric typewriters too.

Standard



The REMINGTON STANDARD - the most smoothly rhythmic, standard typewriter available.



"Nation's largest manufacturer
of commercial and industrial lighting equipment"

**"National Accounting Machines save us 100%
each year on our investment!"**

—DAY-BRITE LIGHTING, INC., St. Louis, Mo.

"Because of our rapid growth as leaders in the fluorescent industry, our accounting department must maintain peak efficiency. That's why we are so well pleased with National Accounting Machines.

"Our Nationals save us valuable time in payroll, accounts payable, and other accounting work, and also increase operator efficiency, enabling them to do more work with less effort.

"National's versatility permits easy shifting

from one job to another. Also the many automatic features incorporated in these machines cut operator training time, as well as operating time.

"Nationals save us their entire cost every year—a return of 100% annually on our investment."

O.W. Klingsick

President, Day-Brite Lighting, Inc.

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989 OFFICES IN 94 COUNTRIES

In your business, too, National machines will pay for themselves with the money they save, then continue savings as annual profit. Your nearby National man will gladly show how much you can save — and why your operators will be happier.



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